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ABSTRACT

The report details the goals and objectives, activities, accomplishments, and results of a 3-year effort to establish a school-based career education program for students in grades 5-12 of the Oklahoma City Public School District. Major results include: (1) involvement of all fifth grade students, their teachers, and professional staff with career awareness through the use of field trips, resource speakers, and television programs; (2) expansion of exploration programs to a total of 40, serving 7,000 students; (3) expansion of new vocational/prevocational programs to serve 850 students; and (4) placement or referral of over 555 dropouts or potential dropouts into jobs, training programs, back in school, or to other agencies. A third party evaluation report by a team from Central State University (Edmond, Oklahoma) is included in the document. (Evaluation procedures included onsite visits, interviews with students, staff, and resource personnel, and analysis of records.) Based on evaluation findings, conclusions are reported for each of the 79 specific project objectives. It is recommended that the Oklahoma City school administration provide personnel for continued coordination of the career education programs. Appendixes include the survey instruments and various project forms. (RG)

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FINAL REPORT

Project No. 502 V65 0016
Grant No. OEG-0-73-5321

Academic and World of Work Gap-Bridging Through Career Education

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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July 30, 1976

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ACKNOWLEDGEMENTS

This final report is not the work of the Project Director. As Research Coordinating Unit Director in Oklahoma, it was our responsibility and pleasure to work with the Oklahoma City Career Education Project. We did edit and submit to the U. S. Office of Education the descriptive reports, however, we cannot claim authorship.

The very fine staff of the project in Oklahoma City are the authors of this and preceeding reports--with the exception of the third-party evaluation reports contained within the interim reports and this final report.

We feel a great debt to the project staff for their efforts and feel that they should be acknowledged. Mr. Tom DeSpain, local coordinator of the project; Miss Sara Earnest and Mr. Gary Hornish, occupational information specialists; and Mr. Cal Holloway, liaison specialist, are collectively authors of this report. They are collectively responsible for the successes of the project.

We also want to acknowledge the work of Mrs. Peggy Tull, secretary to the project. Mrs. Tull was ever prompt in preparing the final draft of reports to be submitted to us. She was, quite often, our liaison with the project staff. We could always reach her by telephone to obtain information or to relay messages when staff were in the field.

Finally, we wish to acknowledge the efforts of Dr. Lucille Patton who directed the efforts of the third-party evaluation team each year. Through her efforts, and with support of other administrative staff of Central State University, much fine consultant support was given to the project.

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SUMMARY OF THE REPORT

Time Period Covered by the Report: July 1, 1973 to June 30, 1976.

Goals and Objectives of the Project: The program was designed to result in the adoption of the career education philosophy by professional school staff to the extent that by the third year of the project an integrated vertical career education curriculum would be available to all students in grades K through 12 in the Oklahoma City Public School District. The major objectives of the project were:

1. To obtain staff commitment to the career education philosophy to the extent that 100% of the professional staff are aware of career education, 50% are at the interest level of the diffusion process, and 25% of the staff will try at least one career related technique or process.

2. To maintain and expand staff participation in fostering career awareness experiences for fifth grade students through use of transportable career education packages.

3. To maintain and expand exploration programs at the middle school level which were developed during program operation. Such programs to cover occupations in trades and industry, business, and home economics.

4. To maintain and expand eleven programs in Industrial Power, Hospitality and Personal Service, Home Construction, and Career Exploration at the ninth/tenth grade level.

5. To maintain and expand skill training offerings at the eleventh/twelfth grade level planned or developed the first year of project operation in areas of building construction, interior decorating, cooperative business management, and business and office skills.

6. To maintain and expand the placement service system for the dropout or potential dropout. Such service to include referral guidelines to other agencies or sources.

7. To foster and encourage career education activities at all schools within the District.

More specific objectives are listed in the body of this report.

Procedures Followed: The three major areas of emphasis which were followed during project operation were: (1) search, selection, acquisition, and/or development of career education instructional materials; (2) career education orientation of teachers, administrators, and students; and (3) initiation of new programs and/or infusion of career education activities within the current school programs. The staff selected at the beginning of the project remained unchanged except for the loss of one Occupational Information Specialist who resigned in March of the final project year and was not replaced.

Inservice efforts were directed at orienting staff to particular program components, developing and gathering curriculum resources, and general orientation. Special presentations were delivered to civic groups, other agencies, and graduate classes at institutions of higher education. Local dissemination of project efforts was accomplished via brochures, radio broadcasts, and newspaper articles. Inservice efforts continued throughout the project.

At the fifth grade level, teachers were encouraged to allow students to participate in the full year's schedule of weekly career awareness television broadcasts, field trips, guest speakers, occupational "suitcases," and hands-on activities. Continuous guidance and help was given to teachers to promote these activities and to infuse them into the ongoing curriculum.

The major effort in the exploratory component at the middle school level was to provide additional hands-on activities to students. This included "World of Plastics" for sixth grade, "World of Construction" for seventh grade, and "World of Manufacturing" for eighth grade. Curricula in Home Economics career exploration were developed primarily for seventh grade and "World of Business" was developed for eighth grade.

Programs initiated during the first year of project operation at the ninth and tenth grade levels allowed greater student exploration in a given career cluster. These programs were continued during the remainder of the project and included industrial power, home construction, hospitality-personal service (expanded from four to nine schools), and a one semester career exploration class for more disadvantaged students. The career exploration class emphasized personal skills in grooming, interviewing, and job seeking as the student identified career interest areas.

Three offerings in skill development for eleventh and twelfth grade students were initiated the first year and continued during the second year. One was discontinued the third year due to lack of student interest. These are an interior decorating cluster, a cooperative office program designed for seniors interested in business careers other than secretarial (discontinued the third year), and a two-year program designed to graduate students skilled in all areas of business and office secretarial skills. Additionally, a curriculum module on general job skills and attitudes was developed and initiated in all high school cooperative vocational classes.

Guidance and counseling efforts were directed at maintaining and expanding liaison with all of the System's elementary, middle, and high school counselors to reinforce the career education concept. Workshops were held and intensive personal contact was maintained with counselors by the project staff. The Liaison Specialist maintained effective liaison with the Oklahoma Employment Security Commission, Governor's Program for Youth Employment, CETA, Oklahoma State Department of Labor, and many other agencies and organizations. Liaison with business was also maintained during the project operation.

Results and Accomplishments: Major results are:

1. All fifth year teachers, counselors, consultants, and principals were directly involved with career awareness. Thirty-six television shows were broadcast each year to foster student career awareness. Teacher guides were furnished concerning each broadcast. Field trips were scheduled and career speakers were available to all fifth grade students.

2. Maintainance and expansion of new exploration programs in the areas of business and office, industrial arts, and home economics from a first year total of 16 to a third year total of 40, serving 3,000 and 7,000 students respectively.

3. Expansion of new vocational/pre-vocational programs from 12 the first year to 15 the third year and increasing from 500 to 850 students served.

4. Placement or referral of over 555 dropouts or potential dropouts into jobs, training programs, back in school, or to other agencies.

In total, 79 objectives were proposed for the project. Of these, 71 were accomplished and the remaining eight were partially accomplished.

Evaluation: A team from Central State University was contracted to make the third-party evaluation of the project. The evaluation report is a part of the final report and speaks to each project objective. Central State University is located in the Oklahoma City SMSA at Edmond, therefore on-site collect of date was appropriate.

Conclusions and Recommendations: There was a general conclusion that the career education project in Oklahoma City has built a solid foundation upon which future lasting growth can be accomplished in a meaningful fashion. Empirical conclusions of the project staff include:

1. Staff motivation cannot be achieved by inservice alone. Personal contacts must be established and maintained throughout the year.

2. A meaningful scope and sequence is difficult to achieve in the embryonic years of project formation since students in all grade levels must first develop an awareness of career opportunities.

3. One of the unique problems of a large metropolitan school is the large staff turnover and reassignment requiring continuous individual contact concerning career education programs and philosophy. The reassignment of principals among schools also creates difficulties in maintaining program continuity due to their differing philosophies.

4. Preservice teacher training should give more emphasis to career education.

Recommendations from the career education staff included:

1. Increased emphasis should be given to infusion of the career education philosophy and activities into all middle and high school curricula.

2. Additional workshops and/or inservice sessions are needed to expand career education awareness and to speed up the diffusion process.

3. Staff size should be realistically appraised when implementing a project of this scope.

The third-party evaluation report lists conclusions relating to each of the project objectives as well as general conclusions about the total project. Recommendations are related to the recommendations made by the evaluation team following the second year of operation. The team did recommend that the program be given adequate staffing by the school administration and that the district make an intensive effort to pretest and posttest students in order to delineate impact of career education on the students.

ACADEMIC AND WORLD OF WORK
GAP-BRIDGING THROUGH CAREER EDUCATION

The Problem Area

The problem area toward which the Oklahoma City Career Education Program was directed was that of establishing a school based career education program for all of the District's students in grades 5 through 12.

The Oklahoma City Public School District, comprised of 48,225 students, serves the largest metropolitan population in Oklahoma. The District, in central Oklahoma, comes from a school community of 366,481 persons. The economic climate in the metropolitan area can be described as 43% business, 30% industrial/technical, 11% building trades, 11% homemaker, and lesser percentages in other occupations. The average adult educational level is 12.3 years of schooling for those who are 25 years of age or older. Of those adults in the 18-24 age range, 67% have four years of high school or more. The District is surrounded by 16 suburban communities which are experiencing the "middle-class flight syndrome" from integration. The area also includes 4 junior colleges, 5 colleges, 3 universities, as well as a proliferation of private schools. This occurs in the State capitol where 26 agencies have main offices and conduct programs ranging from day-care to job-placement centers.

The District operates 9 high schools, 1 area vocational-technical center, 11 middle schools, 15 fifth-grade centers, 11 K-5 schools, 50 K-4 schools, an adult institute, and a variety of schools and programs for students with special needs. The 48,225 students are 30% Black, 3% Indian, 2% Spanish, and 65% other (predominately White). Of these, over 9,735 are from welfare families and 7,979 are classified as handicapped. The District offers 89 vocational courses, industrial arts in 23 program areas, and home economics and business in grades 6 through 12. The adult section has 38 academic courses and 41 vocational programs. The Special Education Department is one of the most complete in the country and offers programs for such students as educable, trainable, physically handicapped, deaf and hearing impaired, partially sighted and blind, learning disabled, emotionally handicapped, and multiple handicapped. In the area of reading, there are more than 17 different programs used to meet the needs of students.

To infuse the career education philosophy into the ongoing school curriculum to obtain the commitment of all staff members to the career education concept, to bridge the gaps existing between academic and vocational education and the world of work, and to establish a student placement component in the District were the directions taken by the Oklahoma City Career Education Program.

Goals and Objectives

The goal of this project was to add new components to the existing curriculum to bridge educational gaps in the Oklahoma City School System and to establish an integrated vertical career education curriculum. A major objective was to obtain the commitment of the professional staff of the Oklahoma City School System to the career education philosophy. The program objectives listed below remained essentially the same throughout the three-year project.

Awareness Phase:

1. To develop 20 25-minute television broadcasts on the fifteen career clusters, at least 10 to be prepared the first year and the remainder to be prepared the second year. Selected commercial films will be integrated into the sequence of local broadcasts, insuring a weekly career education presentation.

    a. To develop specific student performance objectives for each broadcast which relate to student awareness of opportunities in the world of work, student attitudes about work and student understanding of self in relation to aptitudes and interests for work.

    b. To provide teachers with materials related to the broadcasts and with inservice training in use of the broadcasts.

    c. To present the broadcasts to all fifth grade classes in the Oklahoma City Schools at the rate of one each week (optional to other grade levels).

2. To coordinate with teachers and business leaders concerning tours available to fifth year students in the Oklahoma City area.

    a. To develop and distribute a publication of available tours in the Oklahoma City area to fifth grade teachers.

    b. To afford the opportunity for 50% of fifth year students to have one field trip to industry the first year and to increase to 100% the second and third years.

    c. To develop specific student objectives relating to the understanding of jobs observed plus other teacher information for use in pre-trip and followup activities. To distribute these materials to all fifth grade teachers.

3. To coordinate with the community in identifying people who would be willing to speak to fifth year students about their careers.

    a. To design and distribute necessary forms and information to outside speakers and teachers to obtain and disseminate such data as subject matter and length of presentation.

    b. To provide a maximum of 5 career speakers to each fifth year class.

4. To involve 100% of fifth year administrators, counselors, consultants, and teachers in fostering career awareness among their students.

   a. To develop materials promoting career awareness to be used at inservice sessions.

   b. To conduct inservice programs concerning the career awareness program for all fifth year staff members.

   c. To meet with counselors and work together on developmental guidance activities that will strengthen the career awareness program.

   d. To infuse career education into the entire elementary curriculum by small group task force types of inservice for teachers and by increased face-to-face support.

5. To coordinate the efforts of teachers in the development and use of 16 occupational suitcases with career information (filmstrips, slides, pamphlets, books, and other related visual materials) for use by fifth year students.

6. To furnish work benches and tools for use in "hands-on" activities to schools requesting them.

7. To develop a measurable student improvement in career awareness and positive attitudes toward school and work by fifth year students.

Exploration Phase (Middle School):

1. To develop and maintain a 9-week exploration program covering occupations in metal, wood, communication, electricity, and plastics.

   a. To delineate specific student performance objectives for the program.

   b. To operate the program four times each year for sixth grade students at four middle schools.

2. To expand existing "World of Construction" programs to two additional middle schools to serve approximately 1,050 seventh grade students in seven programs (one school to have 2 programs).

3. To maintain existing "World of Manufacturing" programs at three middle schools to serve approximately 450 eighth grade students.

4. To develop and maintain a one-year (5 periods per week) program in seventh grade Home Economics career exploration with accompanying student performance objectives.

   a. To initiate the program in three middle schools during the 1973-74 school year, with the remaining middle schools added during the 1974-75 school year.

b. To pilot a one-semester course in hospitality and foods at three middle schools for seventh grade students during 1974-75.

c. To pilot a one-semester course in child care for seventh grade students during 1974-75.

d. To pilot a six-week pilot program in Home Economics career exploration in two additional schools during 1974-75.

e. To provide inservice training necessary to implement the various Home Economics programs in middle schools.

5. To structure class activities and curriculum to reflect career education concepts in Business classes at four middle schools.

6. To acquire and modify where necessary curriculum materials to aid in infusing career education into the total middle school curriculum.

7. To develop a measurable student improvement in career awareness and positive attitudes toward school and work by middle school students enrolled in the programs delineated above.

Orientation Phase (9th-10th Grades):

1. To develop and maintain a one-year (5 periods per week) Industrial Power program with emphasis on electricity, electronics, mechanical, and fluid control occupations in two high schools for 160 students. To specify student performance objectives relating to the understanding of the occupational opportunities, student aptitudes, and student abilities to specific occupational choices.

2. To develop and maintain a one-year (five periods per week) Hospitality and Personal Service Program with emphasis on food service, hotel and restaurant administration, recreation management, and child care occupations in four high schools for 500 students. To specify student performance objectives relating to the understanding of the occupational opportunities, student aptitudes, and student abilities to specific occupational choices.

3. To develop and maintain a one-year (5 periods per week) Home Construction program with emphasis on carpentry and other residential construction occupations in four high schools for 160 students. To specify student performance objectives relating to the understanding of the occupational opportunities, student aptitudes, and student abilities to specific occupational choices.

4. To pilot a one-semester career exploration program at two high schools to introduce students to job applications, job interviews, attitudes, and individual career exploration in students' interest areas.

5. To develop a measurable student improvement in career awareness and positive attitudes toward school and work by high school students enrolled in the programs delineated above.

Skill Development (11th-12th Grades):

1. To develop a two-year (15 hours per week) Interior Decorating Cluster in upholstery and drapery. (One year possible at student's option.)

   a. To specify student performance objectives relating to occupational competency.

   b. To establish the program in two high schools during 1975-76.

   c. To initiate a placement component which will assure 95% placement of graduates on jobs or in continued education.

2. To pilot a two-year (10 hours per week) office education program covering all facets of secretarial skills, in two locations.

3. To expand the career education concept to at least three additional high schools during the third year--such expansion to be in terms of overall curriculum infusion.

Training and Placement Component:

1. To develop a guide for placement services including referral procedures, counselor responsibilities, and software required to operate placement services.

   a. To develop and maintain liaison between the project and the guidance and counseling component of the Oklahoma City School System through inservice, personal contact, and media.

   b. To assist counselors in obtaining proficiencies needed to use placement records, to design job surveys, to interview employers, to assess student qualifications in relation to specific jobs, and to identify State and local placement services and their uses.

   c. To train middle school and high school counselors in the use of VIEW decks and other resource materials.

2. To establish an exemplary training and placement office with responsibilities for student career counseling, job and/or training placement for dropouts or potential dropouts.

   a. To develop and implement procedures to place 200 students per year in jobs/training/school.

   b. To maintain accurate records (including followup) on all students contacted.

3. To establish and maintain contact with local State, and Federal agencies whose areas of responsibility might overlap with those of the Liaison Specialist.

4. To contact businesses and industries within the Oklahoma City area to secure student jobs and/or training positions.

Dissemination Component:

1. To make 100% of the professional staff aware of career education, 50% at the interest level and 25% at the trial level of the diffusion process.

2. To establish contact with patrons and community members of Oklahoma City to further an awareness of and involvement in the Career Education project.

3. To maintain a working project advisory committee with representation from students, teachers, school administration, professional education, parents, labor unions, college staff, local businessmen, and the Oklahoma Employment Security Commission.

4. To develop a prepared slide/tape presentation explaining the project.

5. To make available to interested educators a cassette AV tape of all locally produced career awareness broadcasts.

6. To elicit from teachers in programs not directly supported through the project, requests for supplies and instructional materials and consultant services concerning infusion of career education in their programs.

7. To continue career education inservice with professional staff whenever and wherever possible. To place special emphasis on support of task forces with specific objectives to produce/adapt a product which can be disseminated throughout the school district.

Administration:

1. To supervise and coordinate the work of the project staff with other Central Office departments, local schools, and other agencies. To maintain records of all pertinent information regarding the project, i.e., weekly work sheets of project activities.

2. To prepare and submit all Federal reports when due.

3. To order all equipment, supplies, materials, etc. necessary to operate the project.

4. To review applicable local, State, and Federal project reports and products for possible input to the Career Education project.

5. To maintain effective lines of communication with other career education project directors.

6. To coordinate with other consultants and coordinators in areas of inservice and instructional materials for development career education programs.

7. To establish and maintain communications with Central Office staff to involve them in the career education project.

8. To maintain all necessary financial records, purchase requests, and other supportive material necessary for adequate auditing.

Development and Evaluation:

1. To prepare and reproduce written materials needed for the Career Education project as required.

2. To develop a career education research and curriculum materials center.

3. To work with local research staff and the third-party evaluation team to evaluate the project.

DESCRIPTION OF PROCEDURES

Awareness Level: The Oklahoma City Public School System has 15 schools designated as fifth year centers in addition to eleven K-5 schools. The fifth year centers are schools comprised entirely of fifth grade students to allow greater flexibility in scheduling special interest activities and field trips. The total fifth year student population affected during the project was approximately 12,600. Total staff members involved at this level was approximately 230.

The areas of emphasis followed at the awareness level were as delineated in the project objectives, i.e., television programs, guest speakers, tours of local businesses, and development/use of occupational suitcases.

A total of 19 career awareness television shows were developed and broadcast at weekly intervals over the District's educational television facility by the two Occupational Information Specialists. Since the facility is partially supported by the State Department of Education, all broadcasts can be received (through relaying equipment) by students in 75% of the State. A 91-page guide containing program outlines, student objectives, and followup activities was printed and distributed to all of the District's fifth year personnel and is available across the State.

A nationally produced career awareness television series (Bread and Butterflies) was purchased by the State Department of Education for broadcasting over the Oklahoma City System's educational channel. Both series, national and local, were coordinated to allow for the weekly presentation of a full year of career awareness shows. The State Department of Education inserviced many school districts on the use of both series.

All the fifth year teachers in the System could arrange to have five outside speakers to visit with their classes about occupations of interest to the students. The teachers identified career fields in their requests for speakers and the Occupational Information Specialists then located and scheduled appropriate speakers. Since speakers would normally speak

to an entire fifth year center, over 10,000 fifth year students heard from two to five guest speakers covering a variety of occupations (see Appendix A). Some teachers also scheduled parents of students to speak to their classes. Followup was accomplished with teachers on all speakers concerning their effectiveness with the class.

The Oklahoma City System has a School Volunteer Program of community members consisting of approximately 730 speakers and an additional 750 teacher's helpers; therefore, the project staff worked closely with the Volunteer Office during the project in sharing and exchanging data.

Many of the fifth year classes participated in field trips to business and industry (see Appendix B). One field trip was offered to each fifth year class. Over 70% of the classes availed themselves of this opportunity. A total of 8,000 fifth year students participated in career education field trips.

All elementary schools participated in field trips sponsored by the Arts Education Department. All classes could take a maximum of ten field trips to locations within the metropolitan area representing a branch of fine arts. Locations included the State Historical Museum, art centers, other museums, concerts, and plays. Many of these field trips were used to stress career implications to elementary students as well as the esthetic enjoyment of the presentation.

A total of 15 career suitcases (one for each career cluster) were developed by fifth year staff members. These were rotated among all schools containing fifth grade classes during the school year. Teacher recommendations for improvements of these suitcases were sought so that modifications could be made before beginning a new project year. Both teachers and students were very pleased with this dimension of the career awareness program and kept the "occupational suitcases" checked out on an almost continuous basis. The "suitcase" containers measured approximately 22 inches square and 14 inches ddep and contain a great variety of career awareness activities, games, and tapes.

Another activity involving many fifth grade classes was "hands on" elementary industrial arts. Work benches were secured (at no cost to the project) from industrial arts classes and furnished, complete with hand tools, to elementary schools. Fifteen of the 26 schools with fifth grade classes took advantage of this activity. Inservice sessions were held for involved teachers to learn project construction, safety, and use of hand tools.

Replacement work benches with castors were constructed by one of the high school home construction classes. These benches could be moved from room to room, have storage space on top of the cabinet for tools and space below the cabinet for projects. The students in the home construction class were aware of the use of work benches in the elementary schools and consequently were very enthusiastic about the project.

Members of the project staff felt that an effective program could be implemented only by establishing effective lines of communications with teachers involved in the project. In addition to many inservice sessions

held for fifth year principals, counselors, consultants, and teachers during the project, each of the 26 elementary schools involved in the project was visited at least twice each semester by the Occupational Information Specialists. As they consulted with the teachers, the Specialists solicited suggestions and recommendations for improving components of the awareness program and implemented these ideas where possible. It is believed that a very satisfactory rapport was developed between the members of the project staff and the approximately 230 certified elementary personnel involved with the career awareness program.

The total project cost of the fifth year component for the three years was approximately $107,900 and included $72,700 for salaries, $9,900 for consultants and inservice, $14,800 for supplies and materials, $4,300 for equipment, $2,700 for field trips, and $3,500 for printing. Studio time for developing the television series involved approximately 50 hours at $50 per hour and was furnished by the District. Video tape cassettes were recorded for each program and can be reproduced for approximately $50 each. Supplies and materials involved in producing the awareness series totaled approximately $6,000 and no equipment was purchased for the series.

Exploratory Level:

The exploratory component of the Oklahoma City Project impacted on the eleven middle schools. Exploratory programs were conducted by home economics, business, and industrial arts teachers.

Classes within the industrial arts area included a program for sixth grade students piloted at five middle schools. Students were enrolled in a nine-week industrial arts class exploring occupations in wood, metal, communications, electricity, and plastics. A cross-discipline approach was used to design projects which would involve students in each area. An example of such a project was an electric motor that many of the students constructed. Plans were drawn, a base was constructed from wood, the armature was hand wound, mounting brackets were constructed from metal, and a case was molded from plastic. The approximately 4,680 students who participated during the project were very enthusiastic about this program.

The "World of Manufacturing" is the industrial arts program offered for eighth grade students. As in the seventh grade, students were enrolled for the entire year and explored approximately 80 career fields in the manufacturing industry. The program was available in five middle schools during the first year and four middle schools the second and third years of the project. The total number of students served by this program was approximately 2,250.

Inservice by the Industrial Arts Consultant for the Oklahoma City System consisted of several visits to each program so that problems could be attacked and improvements initiated on an individualized basis. Group meetings were also held to write curriculum materials and plan class activities.

The home economics departments in the middle schools were involved in a variety of career education projects during the project. Field testing was accomplished in "Exploring Careers in Hospitality and Foods" and "Fabrics and Living Environments" for the McKnight Publishing Company. Twelve teachers and 800 students at the seventh and eighth grade levels were involved in the field test. One school used the McKnight "Child Care Careers" Curriculum.

Seven middle schools used the Oklahoma City "Home Economics Careers" materials which were developed and piloted the first year of the project. The materials are adaptable for use with both seventh and eighth grade students in a time range of six weeks to a semester. Over 3,000 middle school students used this curriculum and 26 teachers were involved in teaching it. The curriculum is composed of teacher guides, student objectives, student worksheets, student information sheets, and overhead transparency originals.

A one-semester program in business and office careers was offered in five classes at four middle schools for approximately 800 eighth grade students. Students were exposed to fundamental typing skills as well as to the many occupations in this career cluster. Teachers also devoted time to classroom discussion of attitudes, grooming, and the many skills needed to succeed in the world of work.

During the third year of the project, one middle school implemented an entire career education curriculum for all students. Prior to the starting of school, all teachers in this middle school were inserviced for one week. This inservice was devoted to helping teachers infuse career education into ther curriculum in all subject areas.

Also established during the third year were career education resource centers at four middle schools. This involved a wealth of teacher and student material and resources placed in the library of each school at an approximate cost of $5,000 each.

The total project cost of the middle school component included $49,200 for supplies and materials, $11,600 for equipment, $9,900 for consultants and inservice and approximately $2,800 for printing.

Orientation Level: The Oklahoma City Public School System has nine high schools, all of which enroll students from ninth through twelfth grades, and one area vocational-technical center for students in grades 10-12. Several of these same schools also offer evening adult classes in academic, general, and vocational education. In addition, the System has an adult day school, an "outreach" program for expelled students, a middle school for boys who cannot function in their "home" school due to discipline or absenteeism, a similar school for girls in grades 6-12, a school for emotionally and physically handicapped students, a special school for mentally handicapped students, an alternative school for other students who are not able to function effectively in their "home" school, and a new innovative high school which uses a curriculum similar to NIE's experience based career education programs.

In the high schools of the System, the Career Education Project is divided into two components: the orientation component for ninth and tenth grade students, and the skill development component for eleventh and twelfth grade students.

At the orientation level, programs included two industrial power programs serving 480 students, nine home economics programs serving 2,250 students, four home construction programs serving 480 students, and two career exploration programs serving approximately 200 students during the project. In all, there were approximately 3,488 students enrolled in these programs through the project.

The industrial power class was an industrial arts career education class for ninth grade students. The class was structured as a one-year course in fluid, electrical, and mechanical power. Implementation of this class exposed students to the wide range of industrial occupation opportunities in the Oklahoma City area at Tinker Air Force Base and in the many industrial plants such as Westinghouse, General Electric, and Western Electric.

The home construction class was an industrial arts career education class for tenth grade students. The classes met one hour daily for the entire school year to acquire skills and occupational knowledge in many areas of residential construction. Students in two classes built "mini-barns" for sale to the public and have drawn much favorable public interest. The "mini-barns" are approximately 8 feet by 10 feet in size and can be used for storage of lawn implements and similar items. This project allows students to gain a measure of skill and knowledge about many facets of home construction. In addition to this project, all of the home construction classes offer students the opportunity to construct home furniture. Students in these classes construct items such as dressers, stereo cabinets, and china cabinets.

The home economics career programs for ninth and tenth grade students were composed of units in foods, clothing, family relations, child care, home management, and consumer economics. Career information units that were field tested and revised during the first project year were implemented, following inservice for all teachers, in all nine comprehensive high schools for the second and third project years.

The career exploration program which was piloted at one high school during the first year was continued with primarily tenth grade students in the second year. A second school added the program during the third year. Students in the class were tested for aptitude and career interest, discussed grooming, attitudes, job seeking and job interviewing skills, career opportunities in different areas, and many other aspects concerning the world of work. Since many tenth grade students enroll in a one-semester driver education course, it was felt that this one-semester course in career exploration would serve very effectively opposite driver education. In rare instances ninth, eleventh, and twelfth grade students were also enrolled in career exploration. Many of the students in these classes were disadvantaged and significant positive changes in attitudes toward work and school were observed in several instances.

The cost of this component included $12,300 for supplies and materials, $6,700 for equipment, $400 for printing, and $3,800 for consultants and inservice.

Skill Development Level: The Oklahoma City School System has a very comprehensive program in vocational education, offering skill training in 35 different career fields. Three programs were initiated with start-up support from the project during the first year and were continued under State and local funding. These programs were an Interior Decorating Cluster designed to train students in furniture upholstery, drapery construction, and accessory items; a cooperative office program for business careers other than secretarial; and a comprehensive secretarial program.

The Interior Decorating Cluster was designed to train students in furniture upholstery, drapery construction, and other items such as carpeting, wall coverings, throw pillows, and other items of this nature. Students were enrolled for a three-hour block five days each week. Both a morning and afternoon class were offered. During the third year a second high school also offered the program. Total number of students enrolled during the project was 160.

A cooperative office training program was piloted in one high school during the 1973-74 school year. While the class was open to all students in the eleventh and twelfth grades, it was primarily designed for seniors interested in a business career other than secretarial. Students received instruction in office procedures, basic accounting principles, office management, business administration, and simulated problems and solutions concerning business ownership and operation. Classes met two hours each day and students enrolled in the class were also required to have part time jobs. This allowed students to relate their classroom lessons to real world of work applications. This class was continued the second year, but was discontinued the final year of the project due to lack of student interest. Fifty students were enrolled in this course during the project.

A total program in developing office skills for high school students was offered at two schools affecting 205 students. Students met two hours each day and were scheduled to be enrolled in the class for two years. The class was structured to develop student skills in filing, office reception, machine operation, typing, shorthand, accounting, and other skills needed to graduate secretarial students accomplished in all areas of business and office occupations.

Two resource centers were also established the third year of the project in libraries of two high schools. Costing approximately $5,000 each, these centers contained supplies and materials, microfiche readers and VIEW decks, filmstrips, and other career education resources for students and faculty.

Total project cost of this component included $20,400 for supplies and materials, $2,900 for equipment, $3,000 for printing, and $1,200 for consultants and inservice.

Guidance and Counseling Component: This component had major involvement with counseling of school dropouts or potential dropouts. The Liaison Specialist was responsible for this component. His activities during the project included working with middle and high school counselors, contacting business and industry employers, working with dropouts, or potential dropouts, and establishing and maintaining liaison with the 26 other agencies located within the metropolitan area that relate to manpower activities.

Inservice sessions were held for counselors from Oklahoma City middle schools and high schools by the Liaison Specialist. These sessions were devoted to acquainting counselors with the Career Education Project in general and the duties and responsibilities of the Liaison Specialist in particular. Counselors were very receptive to the career education concept and much valuable interaction was accomplished between the participants and the Liaison Specialist. Close contact with the counselors was maintained throughout the project via school visits, memorandums, and telephone contacts. Many counselors sought and received assistance from the Liaison Specialist in speaking to classes, helping plan career days, speaking to PTA groups, and otherwise serving as a resource person.

A close working relationship was established between this component and outside agencies such as the Oklahoma Employment Security Commission, State Department of Labor, Neighborhood Youth Corps, OIC, HRD, CAP, the Manpower Planning Division of the Office of the Mayor, and others. Meetings and seminars were held with these agencies to exchange information about the types of clients served, resources used, and procedures each followed. As a result of these meetings, the Liaison Specialist was able to refer clients to other agencies which might better serve their needs, received referrals from other agencies, established contact with many members of the community, and helped develop the preliminary stages of an operational mode whereby all agencies which might deal with the problems of minorities, the underpriviledged, the handicapped, and the disadvantaged would operate as a consortium through the Manpower Planning Division of the Office of the Mayor.

Another activity involving the Liaison Specialist was the formation of an "alternative school" within the school system. The school began operation during the 1974-75 school year with funding provided through Title III, ESEA funds. This school was established for high school students who, for various reasons would not, or could not function in the normal high school setting.

A major thrust of the guidance and counseling component the past year was working with dropouts or potential dropouts. Clients were referred to the Liaison Specialist by other agencies, school counselors, the Guidance Department of the School System, and other clients. The number of clients served by the Liaison Specialist during the 1973 school year totaled 130, the second year 180, and 215 the third year--a total of 555. These were young people between the ages of 14 and 21 who had been identified as a dropout or potential dropout. Services rendered to these clients included job placement, on-the-job training, other training, placement back in a regular or a special school, individual counseling, and collective job interview seminars (see Appendix D).

Job interview seminars were held for clients who were actively seeking job placement. Realizing that many young people never make it further than the job interview stage when seeking employment, the Liaison Specialist instituted these seminars on an "as needed" basis for clients. They would meet for approximately two hours to discuss the importance of dress, manner, bearing, speech, attitude, and other factors important in securing job placement. One of the most effective techniques used at these sessions was having a placement officer from some business talk to those in attendance. Clients in attendance at these sessions were always very receptive to these personnel officers. The officers, in turn, did not equivocate with the young people. They were told what the company looked for and what they would not tolerate as employers. The many companies represented at these sessions also gained valuable insight concerning young people and the Oklahoma City Career Education Program.

The total project cost of this component included $37,800 for salaries, $1,800 for consultants and inservice, $3,100 for supplies and materials, $1,200 for equipment, and $350 for printing.

Advisory Committee: One of the priorities defined for the first year of project operation was the formation and implementation of a Career Education Advisory Committee. The committee was expanded from 26 to 32 members the second and third project years and included representation from students, teachers, school administrators, higher education, parents, labor unions, businessmen, and employment services.

Meeting topics concerned past accomplishments and future goals of the Career Education program. Techniques for greater student involvement, greater community involvement, and publicity were discussed. In many cases, action was taken which resulted in solutions to goals and objectives set by the advisory committee. A total of three general meetings were held the first year, four the second year, and one the third year. Small group meetings were held throughout the project.

Results and Accomplishments

Many of the results and accomplishments realized during the project have been identified and delineated within the body of the third-party evaluation report. Some of the more significant results, however, appear below.

Over 650 staff members of the Oklahoma City Public Schools were given inservice training on the career education concept in general and the Oklahoma City project in particular. This represents better than 30% of the certified staff employed by the District. Many more were exposed via the television programs and various project dissemination efforts including program brochures, news articles, and radio and television coverage.

During the summer of 1975, a six-day workshop (Kaleidoscope '75) was held for Oklahoma City teachers. One hundred ten participants were chosen from over 400 applicants. The purpose of the workshop was to familiarize participants with the wide variety of community resources

available to their classrooms and how they could infuse these resources into their curricula. The workshop was multi-sponsored--by Central State University, which offered college credit for the workshop; by the Oklahoma City Chamber of Commerce; the National Alliance of Businessmen, which provided partial workshop funding; and by the Career Education Project.

During the 1975-76 school year, another workshop (Operation Perspective) was held for 33 high school administrators, counselors, and teachers from five high schools. The workshop involved participants with 46 different businesses and/or agencies. Each participant spent a full day visiting each of five different businesses, learning about the business and the careers involved. They also received twenty hours additional instruction pertaining to career education. The workshop was sponsored by the same bodies as Kaleidoscope '75. The workshop was started with a banquet for all educator and business participants plus officials and staff from the sponsoring bodies. NAB's National Director for Career Guidance Institutes was also present to kick off the workshop as NAB funding furnished substitutes while teachers were on the workshop tours.

A major accomplishment of the project relates to the orientation to career education, the change of attitudes of various publics, and the actual infusion of career education into the school district philosophy and curriculum. In response to a State legislative resolution regarding educational accountability, a needs survey was conducted during the 1973-74 school year. The survey, conducted during the first year of this career education project, obtained input from 3,075 patrons and 2,763 students. Results of the survey indicated that career education was ranked 28th out of 31 identified needs of the school district. A survey conducted during the 1975-76 school year indicates that career education is 5th ranked out of 15 school district goals. The recent survey did not include input from students, nor was it as large as the 1973-74 survey. It included responses from 206 parents, 120 teachers, 82 school administrators, and 77 Chanber of Commerce members. While the surveys are not comparable, it is still obvious that the career education project has made an impact on the people of Oklahoma City. The career education concept has become a viable philosophical concept and the infusion of career education throughout the school system is now a high priority goal of the district.

Various curriculums were also developed during the project. The televised series of 18 career awareness shows with its accompanying guide, a fifth grade curriculum involving career education and the academic subject areas, the seventh/eighth grade home economics career curriculum, the tenth grade home economics career curriculum, the sixth grade "world of plastics" curriculum, a middle school EMH curriculum, and a high school "job survival" curriculum--all of these were developed by teachers involved in the various programs funded through the career education project.

Self Evaluation Results: The evaluation report, prepared by the Central State University third-party evaluation team, follows this section. There were, however, some testing efforts not reported by the evaluation team which give an indication of some accomplishments of the project and are therefore reported here.

Evaluation efforts at the elementary level involved assessing students at 4 fifth year centers on a posttest basis, using a standardized instrument. The instrument, Career Awareness Inventory published by Scholastic Testing Service, was designed to help assess how much students know about their career choices. The instrument is comprised of 125 items divided into seven areas of career knowledge appropriate for administration to students in grades 4-9. The seven sub-tests are: (1) identifying occupations from illustrations of workers on jobs, (2) determining which occupations do or do not require college degrees, (3) indicating occupations in which students personally know workers, (4) determining those occupations which do or do not produce tangible products, (5) differentiating between high and low status occupations, (6) recognization of job families or clusters, and (7) choosing job traits which relate to career satisfaction.

One class was selected on a random basis from four fifth year centers. The fifth year centers were chosen on the basis of their involvement in the career education program: two were identified as high involvement schools and two as low involvement schools. The criteria used to classify the schools either "high" or "low" included number of field trips that were scheduled, number of speakers used, number of TV career education broadcasts watched, degree of staff involvement in career education inservice sessions, and teacher/principal/counselor feedback received concerning their schools' participation in the career education program.

Analyses of test results, displayed in Table I, indicate that highly involved students scored significantly higher on Part 1, the ability to identify workers or occupations, and on the Total Score of the Inventory. Part 1 does contribute one-half of the items on the total instrument, therefore, it is reasonably safe to assume that the significant difference on the Total Score is attributable to Part 1. Such assumption is further supported by the fact that students from the low involvement centers scored higher, though not significantly higher, on two of the remaining six parts.

Classes at five middle schools were involved in a field test of two home economics programs, Exploring Careers in Hospitality and Exploring Careers in Food Service. In all, 264 students were involved in the testing program, however, the number of students completing both pretest and posttest on a unit ranged from 207 on the first hospitality unit to 121 on the last food service unit. Available data displayed in Table II indicates significant gains in all units except the last food service unit.

Comparison of the Oklahoma City students to the national sample is illustrated in Table III. The national sample included students in grades 7-10, while the Oklahoma sample consisted of seven 7th grade and two 8th grade classes. Comparisons of means, therefore, are not

TABLE I

COMPARISONS OF HIGH AND LOW INVOLVEMENT FIFTH GRADE CLASSES ON THE CAREER AWARENESS INVENTORY

Test part	High Group (N = 43) Mean	Low Group (N = 40) Mean	t-Value	Probability
1 Identity	48.51	42.65	3.44	< .001
2 Training	3.60	3.13	1.65	> .10
3 Models	13.88	13.93	.03	> .95
4 Function	2.91	3.18	1.10	> .25
5 prestige	3.95	3.55	1.78	> .05
6 Clusters	5.30	4.65	1.24	> .20
7 Characteristics	5.98	5.48	1.73	> .05
TOTAL	84.14	76.48	2.80	< .01

TABLE II

ANALYSIS OF FIELD TEST RESULTS, EXPLORING CAREERS IN HOSPITALITY AND FOOD SERVICE PROGRAM

Test	N	Pretest Mean	Posttest Mean	t-Value	Probability
Attitude	207	8.31	9.28	3.83	< .001
Achieve. 1	207	7.06	7.99	5.33	< .001
Achieve. 2	170	5.27	6.29	4.58	< .001
Achieve. 3	179	5.47	6.28	4.18	< .001
Achieve. 4	125	4.32	5.46	5.30	< .001
Achieve. 5	121	5.19	5.23	.16	> .50

appropriate. Comparisons on actual gain are more meaningful and indicate similar results with one exception. Achievement Test 5, the last food service test, showed negligible gain for the Oklahoma City programs and, in fact, showed less gain than the national control group. No logical explanation of lack of gain on Achievement Test 5 is apparent. Certainly analysis of additional information regarding the unit is necessary.

TABLE III

COMPARISON OF OKLAHOMA CITY'S FIELD TEST RESULTS
TO NATIONAL EXPERIMENTAL AND CONTROL GROUP FIELD TESTS,
EXPLORING CAREERS IN HOSPITALITY AND FOOD SERVICE PROGRAM

Test	Group	Pretest Mean	Posttest Mean	Actual Gain
Attitude	Oklahoma City	8.31	9.28	.97
	Experimental	10.45	11.40	.95
	Control	10.32	10.25	- .07
Achieve. 1	Oklahoma City	7.06	7.99	.93
	Experimental	8.77	10.22	1.45
	Control	8.34	8.33	- .01
Achieve. 2	Oklahoma City	5.27	6.29	1.02
	Experimental	8.46	9.70	1.24
	Control	7.25	7.58	.33
Achieve. 3	Oklahoma City	5.47	6.28	.81
	Experimental	7.89	8.75	.86
	Control	6.47	6.65	.18
Achieve. 4	Oklahoma City	4.32	5.46	1.14
	Experimental	6.77	8.19	1.42
	Control	5.55	6.29	.74
Achieve. 5	Oklahoma City	5.19	5.23	.04
	Experimental	7.59	9.00	1.41
	Control	5.53	5.84	.31

The Career Maturity Inventory was administered to junior and senior high school students to measure the maturity of attitudes and competencies critical to the career decision making process. At the seventh and eighth grade level, Part 2, "Knowing About Jobs," was administered as a posttest to randomly selected treatment and control classes. The treatment classes were in "World of Construction" or "World of Manufacturing." The control classes were in industrial arts woodwork or metalwork classes. The analysis, displayed in Table IV indicates that the treatment classes scored higher, significant at the .0001 level, in their knowledge of occupational information. Compared to the item selection sample used in developing the test, the treatment group mean is above the 60th percentile and the control group mean is below the 35th percentile. The Attitude Scale administered to the same students disclosed differences at the .01 level in favor of the treatment group. Table V is the statistical display of these data.

TABLE IV

ANALYSIS OF MIDDLE SCHOOL RESPONSES TO
THE CMI PART 2, "KNOWING ABOUT JOBS"

Source	df	Sum of Squares	Mean Square	F Value	Probability
Treatment	1	383.84	383.84	27.12	<.0001
Error	76	1,075.64	14.15		

Descriptive Statistics

Group	N	Mean
Treatment	37	15.16
Control	31	13.35

TABLE V

ANALYSIS OF MIDDLE SCHOOL RESPONSES TO
THE CMI ATTITUDE SCALE

Source	df	Sum of Squares	Mean Square	F Value	Probability
Treatment	1	159.31	159.31	6.69	<.01
Error	76	1,808.49	23.80		

Descriptive Statistics

Group	N	Mean
Treatment	38	31.18
Control	40	28.33

Part 2, "Knowing About Jobs," was also administered to randomly selected classes at the high school level. The three treatment classes were in construction, mechanics, and career exploration. The control group included a woodwork class and a study hall group. The analysis in Table VI indicates, at the .05 level of significance, better understanding of occupational information exhibited by the treatment group.

Part 3, "Choosing a Job," was administered to a business education treatment group and a general business and commercial foods control group. Table VII indicates that the treatment group scored higher, significant at the .001 level, in their ability to match personal characteristics with occupational requirements.

TABLE VI

ANALYSIS OF HIGH SCHOOL RESPONSES TO
THE CMI PART 2, "KNOWING ABOUT JOBS"

Source	df	Sum of Squares	Mean Square	F Value	Probability
Treatment	1	55.10	55.10	4.59	$<.05$
Error	66	792.12	12.00		

Descriptive Statistics

Group	N	Mean
Treatment	37	15.16
Control	31	13.35

TABLE VII

ANALYSIS OF HIGH SCHOOL RESPONSES TO
THE CMI PART 3, "CHOOSING A JOB"

Source	df	Sum of Squares	Mean Square	F Value	Probability
Treatment	1	114.94	114.94	14.85	$<.001$
Error	64	495.38	7.74		

Descriptive Statistics

Group	N	Mean
Treatment	29	15.17
Control	37	12.51

Finally, Part 4, "Looking Ahead" was also administered to the eight classes cited in the two preceding paragraphs with similar results. The treatment group scored significantly higher (at the .0001 level) in ability to identify the correct steps to prepare for and enter selected occupations. Data of the analysis is displayed in Table VIII.

The number involved was comparatively a small sample of the students in Oklahoma City middle schools and high schools. In every case, however, the group of students involved with the programs initiated under the career education project scored significantly higher on the Career Maturity Inventory.

TABLE VIII

ANALYSIS OF HIGH SCHOOL RESPONSES TO
THE CMI PART 4, "LOOKING AHEAD"

Source	df	Sum of Squares	Mean Square	F Value	Probability
Treatment	1	334.90	334.90	20.42	.0001
Error	133	2,181.42	16.40		

Descriptive Statistics

Group	N	Mean
Treatment	66	14.47
Control	69	11.32

REPORT OF THE OKLAHOMA CITY CAREER EDUCATION EVALUATION TEAM 1975-76

ACADEMIC AND WORLD OF WORK GAP-BRIDGING THROUGH CAREER EDUCATION

EXEMPLARY PROJECT IN VOCATIONAL EDUCATION
CONTRACTED UNDER
PART D OF PUBLIC LAW 90-576

USOE Grant No. OEG-0-73-5321
Project No. V361058

Submitted to the:

Research Coordinating Unit
State Department of Vocational-Technical Education
Stillwater, Oklahoma

July, 1976

REPORT OF THE THIRD PARTY EVALUATION TEAM

PREFACE

This is a report of the activities of the Third Party Evaluation Team for the third year of the "Academic and World of Work Gap-Bridging Through Career Education" project, Oklahoma City Public Schools, Oklahoma City, Oklahoma. The report covers the activities of the evaluation team from April, 1976, through June 30, 1976.

The evaluation team was composed of the following professional staff and graduate assistants, School of Education, Central State University, Edmond, Oklahoma.

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Dr. Stewart Beasley, Jr., Research and Evaluation
Dr. Mary Ann Henderson, Fifth Year Centers
Dr. Don Helberg, Middle Schools
Dr. Earl Newman, Middle Schools
Mrs. Wanda Wilson, Secondary Schools

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Mr. Barry C. James, Research and Evaluation
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The evaluation team is grateful to Mr. Tom DeSpain, Director of Career Education for the Oklahoma City schools and Dr. Don Frazier, Project Director and Research Coordinating Unit Director, State Department of Vocational and Technical Education for their availability and cooperation. Other members of the career education staff--Mr. Gary Hornish, Miss Sara Ernest, and Mr. Cal Holloway--also made significant contributions to facilitating the evaluation committee efforts.

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INTRODUCTION

The Third Party Evaluation of the last year of the Exemplary Program in Vocational Education, "Academic and World of Work Gap-Bridging Through Career Education" in the Oklahoma City Public Schools, was conducted by a team from the School of Education, Central State University, Edmond, Oklahoma. In order to provide the expertise necessary for the comprehensive evaluation, team members were selected from the Departments of Elementary Education, Secondary Education, Vocational-Technical Education, and Guidance and Counseling. In addition to these five members the efforts of the team were coordinated by the Chairman of the Department of Vocational and Technical Teacher Education. Two of the team members had served as Third Party Evaluators for the first year of the project; five served as evaluators for the second year; and one evaluator (Vocational-Technical Education) served for the third year of the project only.

The proposal for the Third Party Evaluation (Appendix A) contained a list of the following tasks to be performed by the Central State University Evaluation Team:

1. A review of the self-evaluation process for this project with regard to the following:

   A. Conformance of the evaluation to the Guidelines for the Evaluation of Career Education Programs.

   B. Reliability and validity of data collection instruments.

   C. Appropriateness of sampling procedures, data analysis and conclusions.

2. An analysis of the objectives and procedures developed for the third year of the project as they relate to:

   A. The USOE Policy Paper: AVTE-V72-10, August 28, 1972.

   B. The purpose of the project as stated in the original proposal submitted by the Oklahoma City Public Schools.

   C. The Third Party Evaluation Report of the first and second years.

3. An evaluation of the activities of the third year with regard to commitment of the school district to the Career Education philosophy.

4. Ten hours of "exit" consultation with the project staff. Objectives will be:

A. To discuss findings of the evaluation team with the local project staff.

B. To develop viable recommendations to be included in the evaluation report.

5. A report of the findings in 1, 2 and 3 above together with conclusions and recommendations for third year activities. The report will be submitted to the State Project Director by June 30, 1976.

A. The report should detail results of the self-evaluation which are related to the design in Guidelines for the Evaluation of Career Education Programs. Such results may also be reported in the interim report of the Oklahoma City School District. They are required here for ease in consolidating results across States.

In order to facilitate the evaluation the proposal contained conditions to be made a part of the grant, with instruments and information provided by the local Project Director to the Third Party Evaluation Team. Among these areas of responsibilities were:

1. All instruments prepared by the Department of Research and Statistics for use in the self-evaluation--by April 1, 1976. Relevant reliability and validity data concerning the instruments shall also be made available.

2. Copies of standardized instruments used in the self-evaluation--by May 1, 1976.

3. The self-evaluation plan: including sampling procedures, instrumentation, data collecting time frames, and analytic procedures--by April 1, 1976.

4. The summaries of the data and analyses of the data as soon as practical after data collection but no later than May 15, 1976.

5. Monthly budget analyses together with detailed explanation of expenditures when requested.

6. Such other data as may be readily accessible, such as placement records from the Training and Placement Office.

7. Coordination support for interviews to be conducted by the Third Party Evaluation Team.

8. Review of interview content before interviews are conducted with teachers or students.

9. At least four hours time of each project staff member for purposes of "exit" consultation by the Third Party Evaluation Team.

PROCEDURES

After the contract for the Third Party Evaluation had been signed February 10, 1976, by Dr. Francis Tuttle and the information made available to Dr. Bill Lillard, President, Central State University, a meeting was held with members of the career education staff, Oklahoma City schools.

No research time or staff were allotted by Oklahoma City school administrators for the Career Education Project. Any type of in-house evaluation effort was determined to be the responsibility of the coordinator of the Career Education Project and his staff. Since no pre-tests were administered at the beginning of the first year of the project, the career education staff followed the suggestions of the third party evaluators and administered career maturity inventories to high- and low-exposure groups at the middle school and high school levels; the Career Awareness Inventory developed by Cornell Institute for Research and Development was administered to high- and low-exposure groups at the fifth year centers. Tests were scored by the computer center, Central State University, and the data was analyzed by the members of the evaluation team. Quarterly reports have been made available to third party evaluators at the same time they have been submitted to the Regional Grants Office.

Immediately following the meeting between the Central State University evaluation team and the Oklahoma City Career Education staff, a schedule of visits to seven Oklahoma City high schools, eleven middle schools, fifteen fifth year centers, and five special centers was submitted to the career education staff for coordination with building principals. Visitations began on April 12, 1976, and ended on May 28, 1976. A list of schools visited is included as Appendix B to this report.

Since no released time from regular teaching schedules was possible for the evaluation team, visits, conferences, data analyses, and writing of the third party evaluation were all scheduled around the full-time activities of the Central State University staff. The services of four graduate assistants were made available to facilitate the activities of the third party evaluators.

Dr. Mary Ann Henderson, member of the Department of Elementary Education, School of Education, Central State University, and/or her graduate assistant visited fifteen (15) fifth year centers. Random structured interviews were conducted with teachers, counselors, principals, media specialists, and children in all fifteen schools. Structured interviews identical with those used in the 1974-75 evaluation were employed in order to provide responses which could be comparatively evaluated.

Dr. Don Helberg and Dr. Earl Newman of the Department of Secondary Education, Central State University, visited all middle schools in the Oklahoma City system as well as the Orchard Park Center. In each case the evaluators used as a guideline the scope of work for the third year of the project.

Mrs. Wanda Wilson, vocational home economics teacher-educator, and her graduate assistant visited seven high schools, Foster Estes Vocational-Technical School, Carver Center, the Adult Education Center, and the Metro High School.

Dr. Stewart Beasley and his graduate assistant coordinated research activities, working directly with the career education staff of the Oklahoma City schools and with the evaluation team.

All team members used the third-year planning guide developed by the career education staff as a basis for determining the extent to which project objectives had been met. The team chairman was responsible for Administration, Codes 100-170; Dissemination, Codes 300-350; Dr. Beasley responded to Development and Evaluation, Codes 200-220; Dr. Henderson was responsible for the Awareness Level, Codes 500-550; Drs. Helberg and Newman evaluated according to Codes 600-660; and Mrs. Wilson checked the Training and Placement Function, Codes 401-430, Orientation, Codes 700-740, and Skill Development, Codes 800-820.

All of the Oklahoma City career education staff members made available to the evaluation team materials, files, financial data, schedules, reports, and other requested information. Members of the third party evaluation committee have had the opportunity of working with the career education staff in developing in-service career education programs for Oklahoma City Public School professional staff.

FINDINGS OF THE EVALUATION COMMITTEE

Administration

Management Structure

There have been no changes in the management structure from the first year of the project. The number of positions (full-time director, two occupational information specialists, a liaison specialist, and secretarial staff) has remained constant; there have been no changes in personnel who occupy these positions. One of the occupational information specialists, Sarah Ernest, resigned April 1, 1976, and the vacancy created by her resignation was not filled. The secretarial staff was reinforced during the last six months of FY 1976 through the addition of a cooperative office education student.

Cost Transportability

In the two previous third party evaluation reports, total federal expenditure was reported as of May 15 of the year of the project. Since this is the final year of the project, Table I reflects expenditures for each year of the project for comparative purposes. Increases in personnel expenses reflects the same staff with minimal salary increases. Each expenditure is reflective of the project emphasis for the year involved. For example, 102% more funds were expended for inservice education and consultants in FY 1975 than in 1974 and 23% more than in FY 1976.

Throughout the project 49% of the total curricular supplies were purchased for the middle schools, 15% for the fifth year centers, and 36% for secondary schools. Forty percent of the instructional equipment expenditures were for secondary schools, forth-three percent for middle schools, and 16% for fifth year centers.

Also, as has been reported, the Research Division of the Oklahoma City schools was involved only during FY 1975 in internal research for the project, resulting in an expenditure of $2,373. The expenditure of $168 indicated for the third year of the project was for standardized tests for evaluation purposes, but the research responsibility was assigned to the Career Education Staff, not the Oklahoma City public school research staff.

Financial reports have been rendered by the project coordinator as required, and requests have been made and approved for adjustment of budget line items. The annual expenditures are included as a part of the third party evaluation for the purpose of substantiating findings of the evaluation committee.

TABLE I

EXPENDITURES, 1973-1976

ITEM	FY 1974	FY 1975	FY 1976	TOTALS
Personnel Expenses (Including fringe benefits)	$51,334	$61,128	$62,777	$175,239
Consultant and In-service	8,284	16,768	4,975	30,027
Travel	1,305	1,853	2,259	5,417
Office Supplies & Equipment	1,231	1,964	806	4,001
Curriculum Supplies:				
Fifth Year Centers	$ 6,257	$ 4,701	$ 3,795	$14,753
Middle Schools	11,291	21,771	16,092	49,154
Nine - twelve	1,043	21,193	13,627	35,863
Total, Curriculum Supplies	18,591	47,665	33,514	99,770
Instructional Equipment				
Fifth Year Centers	920	3,071	347	4,338
Middle Schools	7,912	1,542	2,184	11,638
Nine - twelve	0	8,541	2,252	10,793
Total, Instructional Equipment	8,832	13,154	4,783	26,769
Field Trips	463	600	1,648	2,711
Printing	0	5,254	5,744	10,998
Miscellaneous	0	0	66	66
Internal Evaluation	0	2,373	168	2,541
GRAND TOTAL	$90,040	$150,759	$116,740	$357,539

Career Awareness Phase

Design for Fifth Grade Students

The procedure to be used for assessing the Career Awareness Phase was designed and used by the Third Party Evaluators. The following points were included:

1.0 - Location of interviews

1.1 - All Fifth Year Centers will be visited by the Third Party Evaluators according to an accepted schedule.

1.2 - The Career Education Office of the Oklahoma City Schools will be visited by the Third Party Evaluators.

2.0 - Selection of interviewees

2.1 - All principals of the Fifth Year Centers will be interviewed by the evaluators.

2.2 - All Fifth Year Center Counselors will be interviewed by the evaluators.

2.3 - Two teachers in each Fifth Year Center will be randomly selected and interviewed by the Third Party evaluators.

2.4 - Four students, two boys and two girls, in each Fifth Year Center will randomly be selected and evaluated by the Third Party evaluators.

2.5 - A media specialist in each Fifth Year Center will be interviewed by the Third Party evaluators.

2.6 - An Occupational Information Specialist will be interviewed.

3.0 - Source of interview topics

3.1 - Career Awareness Level Objectives Planning Guide, Career Education program, Oklahoma City Public Schools.

3.2 - Interview forms developed for the 1974-75 evaluation.

3.3 - Recommendations of the Third Party Evaluation Report of the 1974-75 school year.

Respondents to the interviews were Fifth Year Center principals, counselors, teachers, students, media specialists and an Occupational Information Specialist. Fifteen Fifth Year Centers were visited by the Third-Party evaluators according to an approved schedule of visitations. Additional visits were made to interview staff who were not available on the scheduled dates. A total of fifteen principals and thirty teachers were interviewed. The principal and two randomly selected teachers in the Fifth Year Centers were interviewed. Sixty students, two boys and two girls randomly selected, were interviewed from each Fifth Year Center. All counselors and media specialists serving the Fifth Year Centers were interviewed.

Interpretation of Data from Fifth Year Center Principals

The principals were interviewed about topics relating to the organization and implementation of the Career Awareness program. Findings pertinent to the program in the last two years of its implementation are presented. In response to the first question: "How many times during this year has a representative of the Career Education program visited your school?" the following responses were reported:

TABLE II

NUMBER OF CAREER EDUCATION REPRESENTATIVES VISITATIONS AS REPORTED BY FIFTH YEAR CENTER PRINCIPALS

NUMBER OF VISITS	1974-75 NUMBER	1974-75 PERCENTAGE	1975-76 NUMBER	1975-76 PERCENTAGE
6 or more	5	31%	2	13%
5	3	19%	3	20%
4	4	25%	2	13%
3	3	19%	4	27%
2	1	5%	4	27%

As may be observed in Table II, 95% of the principals reported three or more visits by Career Education Specialists during the 1974-75 school year, while the 1975-76 interview resulted in 74% of the principals reporting three or more visits. Additional comments from the principals indicated that the Occupational Information Specialists were in the buildings consulting with the teachers, bringing materials, conducting in-service programs, and had made telephone contacts with the principals. Several principals made favorable comments concerning the dependability, communication, and coordination efforts of the Occupational Information Specialists.

Two questions on the 1975-76 interview form were directed toward the implementation of tools received during the summer for the Career Education program. All fifteen principals reported that they did receive the tools and 14 (93%) responded they had utilized the tools in the Career Education program. One (7%) reported he had not done so. Several principals reported extensive use of the tools within their buildings.

Comparative data provided by the principals concerning the distribution of Career Education materials during these two years indicate a greater involvement of media specialists in the distribution of materials during the 1975-76 school year than during the 1974-75 school year. This was in accordance with the recommendation of the 1974-75 Third-Party Evaluation. Whereas, the principals reported two media specialists were given this responsibility in 1974-75, six were reported as holding this responsibility during the 1975-76 school year. Some principals reported that materials were placed in special interest areas, central closets where they were accessible to many teachers, and sent directly to requesting teachers. One principal reported that a father had lent his circular saw for the woodworking center. Another stated that teachers conduct sessions at faculty meetings to discuss their use of Career Education materials in their classes.

The level of reported teacher involvement in infusing Career Education into the entire curriculum during the last two years of the program was similar. An excess of 85% of the principals reported greater than average involvement in this task within their buildings. Some comments relative to the infusion of Career Education into the on-going program may be observed in Table III.

TABLE III

COMMENTS MADE BY PRINCIPALS CONCERNING
INFUSION OF CAREER EDUCATION INTO THE ENTIRE CURRICULUM

COMMENTS
One principal remarked, "We do a good job, but we are not thoroughly involved."
One principal noted, "We utilize speakers and tie it in with the regular curriculum."
One principal stated that the teachers have inculcated Career Education with social studies.
Another stated, "Without emphasizing it a great deal. It's hard to separate Career Education from other areas of the curriculum."
The feeling that Career Education is difficult to isolate from other learning areas was verbalized by several principals.

Principals were interviewed concerning suggestions they might have for the continuation of Career Education activities when federal funds were no longer available for this program. Their comments are included in Table IV.

TABLE IV

COMMENTS MADE BY FIFTH YEAR CENTER PRINCIPALS CONCERNING THE CONTINUATION OF CAREER EDUCATION ACTIVITIES WHEN FUNDING IS NO LONGER AVAILABLE

COMMENTS
General
"One of my criticisms is that in any federal program for which application is made, we tell how good it is, then the program is not renewed--We have only scratched the surface on this program."
Materials
"Media people could pick up suitcases. Teachers could request them through school mail."
"I see no difficulty. By keeping the materials we have on hand, we should have no financial problems continuing it. We can continue to raise money."
"We could continue the program by utilizing what is already available--tools, suitcases."
"We can still use the materials."
"Through TV and we do use suitcases."
Speakers
"I'm sure the speakers were worthwhile. We could schedule speakers as we do now."
"Much depth. Children ask all sorts of questions. Difficult to get speakers from parents because of location of Fifth Year Centers."
"We might have a human resource bank."
"Each school could contact its own speakers. Central Office need not be involved. Speakers are of little benefit unless teachers prepare and evaluate."
"I want speakers continued."

"I hope to continue the speakers. There was so much in depth."

Coordination

"Some sort of coordinating center would be needed as well as a volunteer group to recruit speakers."

Tours

"Someone in Central Office could arrange tours. Teachers might plan independently. Perhaps general fund-raising by children. Children might pay 5¢ or 10¢ apiece for the bus. I am so in favor of the program."

"We couldn't go on tours if there was no money in the general fund. Perhaps Opening Doors could provide transportation."

"Wonder if Opening Doors will still be funded? If not, the local level will have to fund it. I have helped prepare a resource book different from Gary's. We sell popcorn and candy to raise money."

"Central Office would have to finance tours. We can't do it on a local basis. Need someone to coordinate. Transportation cost would be prohibitive."

"Teachers could continue to plan to involve parents in providing transportation."

One principal stated he did not think parents could participate in tours because of work schedules and the location of the Fifth Year Centers.

In summary, in the last year of federal funding the Fifth Year Center principals were generally complimentary concerning the coordination efforts involving materials, speakers and tours. It was stated that teachers were making an effort to infuse Career Education into the ongoing curriculum and that efforts would be maintained to continue Career Education as a part of the Fifth Year Center learning experiences.

Interpretation of Data from Fifth Year Center Counselors

Data gathered from the 1974-75 and 1975-76 counselor interview forms were compared to determine if differences existed in the level of counselor involvement during the last two years of the federally funded program. Virtually no difference was reported by the counselors. During both years there was a high degree of awareness of the program, but only approximately 50% of the counselors stated that they participated in Career Awareness activities. A trend toward less rather than greater counselor involvement was noted in responses to the questions concerned with participation in inservice,

working with teachers, and talking individually and with classes about Career Education. However, a trend toward securing more speakers or other sources of information for teachers was observed.

Two additional questions were included on the 1975-76 interview form. Counselors in 14 of the 15 Fifth Year Centers (93%) said they planned to include career education as a part of their activities in the future. One (7%) indicated he was uncertain. When asked how they intended to accomplish this task, limitations such as number of buildings which they service and other commitments, as well as means of using existing materials were widely mentioned.

Interpretation of Data from Fifth Year Center Teachers

Data gathered from the 1974-75 (N=16) and 1975-76 (N=30) teacher interview forms were compared with respect to telecasts, and developed materials, tours and developed materials, career awareness speakers, and availability of assistance in relating Career Education concepts to other areas of the curriculum. Additionally, questions pertaining to the continuation of the Career Education program were asked in the 1975-76 interviews.

A summary of data concerning the Career Awareness telecasts is shown in Table V. It was found that considerably more teachers continued to frequently view "Bread and Butterflies" than the "Kaleidoscope," although the locally produced Career Education series was reported as being viewed more widely in 1975-76 than in the 1974-75 school year. An improvement in teacher attitude toward the locally produced telecasts and availability of the accompanying curriculum guide may be inferred from the responses to questions 3c, e, and f. Scheduling difficulties remained the greatest reported limitation in viewing the telecasts.

TABLE V

COMPARATIVE FINDINGS OF INTERVIEWS WITH FIFTH YEAR CENTER TEACHERS CONCERNING CAREER EDUCATION TELECASTS FOR THE 1974-75 and 1975-76 SCHOOL YEARS

	1974-75 RESPONSES N=16 YES		1975-76 RESPONSES N=30 YES	
QUESTIONS	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
1. Did your class frequently view Career Education Programs:				
a. Bread and Butterflies	15	94%	24	80%
b. Kaleidoscope	3	19%	11	37%

QUESTIONS	1974-75 RESPONSES N=16 YES NUMBER	PERCENTAGE	1975-76 RESPONSES N=30 YES NUMBER	PERCENTAGE
2. Reason(s) for viewing one program but not the other program				
a. Not aware of it	6	38%	3	10%
b. Scheduling difficulties	8	50%	14	47%
c. Received no curriculum guide first	3	19%	0	0
d. Not appropriate	4	25%	3	10%
e. Students bored	2	13%	0	0
f. Quality of product	1	6%	0	0
3. Use of specific student objectives for broadcasts.	14	87%	22	73%
4. Believe student performance objectives helpful.	15	94%	22	73%
5. If answer to #4 is yes, indicate benefits of specific performance objectives as you see them:				
a. Preparing students for viewing	11	73%	20	67%
b. Providing discussion topics for follow-up	15	100%	21	70%
c. Evaluating student career awareness	8	50%	12	40%
d. Evaluating student attitude change	6	40%	9	30%
e. Evaluating student self-perception about aptitudes and interests for work	5	33%	13	43%
f. Stimulating teacher to provide activities of these learnings and attitudes	6	40%	17	57%

Teachers continued to report a high degree of utility and benefits eminating from the developed student objectives for the telecasts which they received. Teachers continued to use these objectives more for preparation, follow-up, discussion, and activities (5a, b, f) than for evaluation (5c, d, e). Additional comments from teachers indicated that the objectives contributed to their ability to infuse Career Education activities into the language arts, math, and social studies.

A greater percentage of teachers reported taking their classes on educational tours in 1975-76 (87%) than in the 1974-75 (50%) school year. Over one-half (53%) of the teachers who reported taking tours this year stated that they did receive the material developed for the pretrip and follow-up activities. This compares favorably with the previous year's responses to this question where only 25% of the teachers reported they received pretrip and follow-up materials. It was reported by one teacher that materials which are sent may be delayed enroute, and several complimentary comments were made in the 1975-76 interviews concerning the manner in which the Career Education specialists arranged for the tours.

Approximately 50% of the teachers who received objectives, pretrip and follow-up activities for the trips believed that they were of benefit. In contrast to some positive feelings and some dissatisfaction expressed by teachers concerning the tours in the 1974-75 interviews, all teacher comments were highly favorable concerning the structuring of the tours during the 1975-76 school year.

A similar percentage of teachers responded that they did involve occupational guest speakers in 1975-76 (83%) as in the 1974-75 school year (88%). Table VI indicates the number of speakers reported by the teachers in each of those years.

TABLE VI

COMPARATIVE NUMBER OF OCCUPATIONAL GUEST SPEAKERS REPORTED BY FIFTH YEAR CENTER TEACHERS IN THE 1974-75 and 1975-76 SCHOOL YEARS

NUMBER OF SPEAKERS	1974-75 N=16		1975-76 N=30	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
0	2	12%	5	17%
1	5	31%	3	10%
2	3	19%	8	27%
3	3	19%	10	33%
4	1	7%	3	10%
5	2	12%	1	3%

Most respondents (79% in 1974-75 and 87% in 1975-76) reported receiving encouragement and/or assistance in relating Career Education concepts to other areas of the curriculum during these years. Comments concerning the sources of this help may be observed in Table VII.

TABLE VII

FIFTH YEAR CENTER TEACHER COMMENTS
CONCERNING ASSISTANCE GIVEN IN RELATING
CAREER EDUCATION TO OTHER AREAS OF THE CURRICULUM

COMMENTS
1. One teacher remarked that she had taken a two-week workshop on Kaleidoscope.
2. Four teachers stated they received help from the Career Education personnel. One mentioned that was the biggest source of help; that it was a constant flow. Three mentioned that the Career Education personnel came to the school at the beginning of the year to discuss trips.
3. One teacher mentioned that the school principal disseminates information to the teachers.
4. One teacher stated that the ESSA counselor gave her a great deal of assistance.
5. Another mentioned other teachers as being a source of encouragement and assistance.

Twenty-eight (97%) of the interviewed Fifth Year Center teachers in 1975-76 indicated they planned to include Career Education as part of the curriculum in the future. A summary of their plans is shown in Table VIII.

TABLE VIII

FIFTH YEAR CENTER TEACHER COMMENTS AND
PLANS FOR FUTURE INCLUSION OF CAREER
EDUCATION INTO THE CURRICULUM

COMMENTS AND PLANS
Eight teachers mentioned they intended to incorporate Career Education into other areas such as social studies, science, literature, and the Opening Doors program.

Eight teachers indicated they would continue to use guest speakers. One other teacher said she would if she continued to receive assistance in making arrangements. Another volunteered that retired teachers might assist in making arrangements for Career Education guest speakers.

Seven teachers stated they would continue to watch the Career Education telecasts.

Continued use of the occupational suitcases was mentioned by four teachers.

Nine teachers made comments concerning the tours. Seven teacher comments were related to transportation problems and securing a list of tours. Two teachers' comments indicated possible means of overcoming these barriers. One stated that she could use a bus for ten cents per child. Another mentioned that it might be helpful if one person in the building would coordinate the tours.

One teacher stated that career education might be more likely to be continued if it were put into clusters.

Interpretation of Data From Fifth Year Center Students

Sixty Fifth Year Center students were interviewed to determine their involvement in the Career Awareness program, its possible effect on their career decisions, and their attitude toward the program. The comparative findings relative to the extent of their involvement in the program during the 1974-75 and 1975-1976 school years may be observed in Table IX.

TABLE IX

COMPARATIVE INVOLVEMENT OF FIFTH YEAR CENTER STUDENTS WITH CAREER EDUCATION ACTIVITIES IN THE 1974-75 and 1975-76 SCHOOL YEARS

	1974-75 N=64 YES		1975-76 N=60 YES	
QUESTIONS	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
1. Have you seen a T.V. program that told you about jobs for people?	57	89%	46	77%

QUESTIONS	1974-75 N=64 YES NUMBER	1974-75 N=64 YES PERCENTAGE	1975-76 N=60 YES NUMBER	1975-76 N=60 YES PERCENTAGE
2. Has your class made a field trip to a business or industry where people told you about their jobs?	40	63%	49	81%
3. Has your class had someone come and tell the students about a job?	40	63%	39	65%
4. Have you talked in school about different kinds of jobs people have?	56	88%	39	65%

The trend toward taking more tours as found in the comparative teacher responses for the 1974-75 and 1975-76 school years was substantiated by the student responses to question 2 in Table IX. Whereas 63% of students in 1974-75 reported having taken educational tours, 81% reported they had done so during the 1975-76 school year.

Table X indicates the number of jobs pupils mentioned as having learned about in school. The data suggests that the pupils recalled fewer jobs being studied about in 1975-76 than in 1974-75. However, this might be a result of teachers infusing career education into the ongoing curriculum and pupils, consequently, not being aware that they were studying about jobs as such.

Little difference exists in the data concerning the relationship of jobs studied about and the pupils' stated occupational aspirations. Table XI indicates that comparatively few pupils (14%) in both 1974-75 and 1975-76 stated a preference for an occupation they mentioned as having studied.

TABLE X

COMPARATIVE NUMBER OF JOBS MENTIONED
BY FIFTH YEAR CENTER STUDENTS
IN THE 1974-75 and 1975-76 SCHOOL YEARS

	1974-75 N=64		1975-76 N=60	
NUMBER OF JOBS	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
0	0	-	28	48%
1	6	9%	6	10%
2	22	34%	10	17%
3	15	23%	5	8%
4	10	16%	8	13%
5	7	11%	1	2%
6	4	7%	1	2%
7	0	-	1	2%

TABLE XI

COMPARATIVE DATA CONCERNING JOBS MENTIONED
AS HAVING BEEN STUDIED AND INTENDED
OCCUPATIONS AS RELATED BY FIFTH YEAR CENTER
STUDENTS IN THE 1974-75 and 1975-76 SCHOOL YEARS

	1974-75		1975-76	
INTENDED OCCUPATION	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
Included as an occupation mentioned as having been studied.	9	14%	8	14%
Not included as occupation mentioned as having been studied.	49	77%	40	68%
Undecided.	6	9%	11	19%

Questions #7 and #8 were added to the 1975-76 student interview form to gather information relative to parental employment and student occupational aspirations. As may be observed in Table XII sixty-seven percent of the pupils' mothers were stated as being employed and eighty percent of the fathers were employed. However, only seven children (twelve percent) mentioned an occupational aspiration which was similar to a position held by either parent.

TABLE XII

EMPLOYMENT OF PARENTS AS REPORTED
BY FIFTH YEAR CENTER STUDENTS

PARENT	EMPLOYED #	EMPLOYED %	UNEMPLOYED #	UNEMPLOYED %	HAVE NONE #	HAVE NONE %	DON'T KNOW #	DON'T KNOW %
Mother	40	67	16	27	0	-	0	-
Father	48	80	7	12	3	5	2	3

Interpretation of Data From Fifth Year Center Media Specialists

It was a recommendation of the 1974-75 Third Party Evaluation that the media specialists become more involved in the coordination of Career Awareness materials. A comparison of the involvement of media specialists in fifteen schools during the 1974-75 and 1975-76 school years is shown in Table XIII. As may be observed, there was a trend toward greater involvement. Approximately 50% of the interviewed media specialists reported receiving assistance and participating in career education activities during the 1975-76 school year. Specific tasks in which these media specialists reported involvement are shown in question 4a-e.

The media specialists were asked in the 1975-76 interview if they planned to include career education as a part of their activities in the future. Media specialists in 11 of the schools (73%) indicated that they planned to do so. The taping and playing back of telecasts, provision of bibliographies, books, films and coordinating the use of the career education packages were mentioned as ways of continuing their involvement in career education.

TABLE XIII

COMPARISON OF INVOLVEMENT IN CAREER EDUCATION PROGRAM DURING THE 1974-75 and 1975-76 SCHOOL YEARS AS REPORTED BY FIFTH YEAR CENTER MEDIA SPECIALISTS

QUESTIONS	1974-75 N=12 YES NUMBER	1974-75 N=12 YES PERCENTAGE	1975-76 N=15 YES NUMBER	1975-76 N=15 YES PERCENTAGE
1. Before reading this question, did you know there was a Career Education Project in the schools?	10	84%	13	87%
2. Did you participate in Career Education activities during this school year?	2	16%	7	47%
3. Have you received assistance in establishing a system to help students in individual interest areas as related to Career Education?	1	8%	8	53%
4. Please indicate the Career Education activities in which you participated during this school year:				
a. Inservice education	1	8%	1	7%
b. Materials development	3	25%	5	33%
c. Ordering materials	4	33%	9	60%
d. Coordinating the use of Career Education packages	2	17%	6	40%
e. Coordinating the use of Career Education occupational suitcases	0	0	5	33%

Interview of the Career Education Specialists

An interview with an Occupational Information Specialist was scheduled to determine the extent to which efforts were expended during the 1975-76 school year to meet recommendations of the previous year's third party evaluation. Workshops for fifth year teachers were held in August to develop teacher expertise in incorporating career education into the ongoing curriculum. Each fifth year center was visited in August and September by an Occupational Specialist during which time procedural matters were discussed with staff members of individual schools. Another workshop was held in October for fifth year center teachers. Meetings with media specialists were concerned with information concerning career education materials and enlisting their involvement in the program. Meetings with counselors were also scheduled.

Plans for continuation of career education activities without career education staff were discussed. It was learned that an inservice was scheduled in June to be attended by fifth year center teachers, counselors, and administrators with at least one staff member from each fifth year center. School volunteers are to be in charge of scheduling guest speakers. Video tapes, occupational suitcases, and other materials are to be stored at the Central Office Media Center for check out purposes.

Exploration Phase

Middle Schools

During the months of April and May, members of the Evaluation Team visited every middle school in Oklahoma City. During the visits the evaluators interviewed the principal, one or more counselors, three or more teachers and several students, both male and female, from grades six, seven, and eight. The selection was random, based upon availability during the time of evaluation. The forms used in interviewing students, teachers, principals, and counselors in the middle schools are included as Appendices H-K to this Evaluation Report.

The interviews were helpful to the Evaluation Team in that they provided the exposure to the people involved in the Career Education project. The interviews also provided a basis for consideration of limitations under which proposed Career Education project would function and to determine the status of program or the system as they were at that time.

Following are observations, reported in Table XIV, regarding the Exploration Phase of the Oklahoma City Education Project.

1. Six middle schools have implemented an Exploration Program covering metal, wood, communications, and plastics.

2. Six schools are involved in the World of Construction.

3. Three schools had the World of Manufacturing prior to the start of the Career Education Project.

4. Four schools have a Home Economics Career Education Program. The programs of hospitality, foods, child care, and Career Exploration were implemented to a limited degree.

5. Four schools indicated limited business and office occupations implementation.

6. One school had an excellent career exploration program in social studies.

7. One school had a one-semester career education course.

TABLE XIV

SUMMARY OF EVALUATION TEAM'S INTERVIEWS
WITH MIDDLE SCHOOL PRINCIPALS
N=11

QUESTIONS	NUMBER OF RESPONSES	PERCENTAGE
1. Have you attended an inservice training program for career education?		
A. Yes	2	18%
B. No	9	82%
2. Have the faculty at your school attended an inservice program for career education?		
A. Yes	8	73%
B. No	3	27%
3. Has your counselor made available occupational and career information to your teachers for classroom use?		
A. Yes	10	91%
B. No	1	9%
4. Has your school conducted field trips to local businesses, etc.?		
A. Yes	9	82%
B. No	2	18%
Where? Oklahoma Publishing Company Draper Lake Sewing Machine Telephone Company Bank		
5. Which of the following have been implemented at this time in your school?		
A. A 9-week exploration program covering occupations in metal, wood, communications, electricity, and plastics.	6	

QUESTIONS	NUMBER OF RESPONSES	PERCENTAGE
B. A 9-week exploration program covering business office occupations.	1	
C. An exploration program for the "World of Construction".	6	
D. An exploration program for the "World of Manufacturing".	3	
E. A 1-year program in Home Economics Career Exploration.	4	
F. A 6-week pilot program in Home Economics Career Exploration.	4	
6. Has a career education opinion leader been appointed in your school?		
A. Yes	3	27%
B. No	8	73%

There was an increase of 18% of principals who attended an inservice training program for career education. For those interviewed, there was a 29% increase of faculty who attended inservice programs for career education; an increase of 9% of counselors who made available occupation and career information; and 18% increase in schools conducting field trips to local businesses.

TABLE XV

SUMMARY OF EVALUATION TEAM'S INTERVIEWS
WITH MIDDLE SCHOOL COUNSELORS
N=13

QUESTIONS	NUMBER OF RESPONSES	PERCENTAGE
1. Have you attended an inservice training program for career education?		
A. Yes	2	15%
B. No	11	85%
2. Have you made available occupational and career information for all teachers to use?		
A. Yes	10	77%
B. No	3	23%
3. What was your role in planning field trips to businesses, etc.?		
(SEE NOTE BELOW)		
4. What was your role in obtaining speakers on occupational opportunities?		
(SEE NOTE BELOW)		

Questions 3 and 4 could not be answered by a yes or no response.

3. None (8); arranged all (4); in coordination with business teacher (1).

4. None (5); informed (3); did arranging (5).

From the group interviewed, there appears to be a decrease of 10% from last year of counselors who have ever attended an inservice training program for career education, an increase of 6% of occupational and career information for all teachers to be used that was made available. The counselors are apparently more involved in arranging field trips and in arranging speakers.

TABLE XVI

SUMMARY OF EVALUATION TEAM'S INTERVIEWS
WITH MIDDLE SCHOOL TEACHERS
N=37

QUESTIONS	NUMBER OF RESPONSES	PERCENTAGE
1. Have you attended an inservice training program for career education?		
A. Yes	21	57%
B. No	16	43%
2. Has your counselor made available occupational and career information to you for classroom use?		
A. Yes	22	59%
B. No	15	41%
3. Has your class made field trips to a business, industry, or an educational institution?		
A. Yes	17	46%
B. No	20	54%
4. Has your class had any career speakers?		
A. Yes	11	30%
B. No	26	70%

There appears to be an increase of 17% of teachers who have attended an inservice training program for career education, an increase of 23% of teachers who know that counselors have made available occupational and career information. Seventy-seven percent of counselors say they are making information available, whereas 59% of teachers say the information has been made available. No significant change has been made in field trips or speakers made available.

TABLE XVII

SUMMARY OF EVALUATION TEAM'S INTERVIEWS
WITH MIDDLE SCHOOL STUDENTS
N=186

QUESTIONS	NUMBER OF RESPONSES	PERCENTAGE
1. Has your class made a field trip to a business or industry where people told you about their jobs?		
A. Yes	66	35%
B. No	120	65%
2. Has your class had a speaker who discussed jobs and job possibilities?		
A. Yes	114	61%
B. No	72	39%
3. What Career Education Program have you been enrolled in?		
(SEE NOTE BELOW)		
4. Have you seen a T.V. program or films at school that told you about jobs?		
A. Yes	135	73%
B. No	49	27%
5. Tell me anything you can remember that you especially learned about jobs from your career speakers, field trips, T.V., or your career education classes.		
(SEE NOTE BELOW)		

Questions 3 and 5 could not be answered by a yes or no response.

3. Home economics, typing, wood shop, shorthand, mechanical drawing, commercializing, plastics, career education awareness, world of manufacturing, world of construction, music, band,

health careers, industrial art, welding, art, leather shop, business education, metal shop.

5. Importance of college career; about being a carpenter; military career opportunity; process of making bread; telephone business; what employee does on job; government job possibilities; that you need a good education to get a good job; hazards of jobs; how to dress for the job; how to act at job interviews; types of jobs available; opportunities in health fields; television and radio advertising; opportunities in law.

There was an increase of 7% in field trips; 39% increase in classes having speakers; and a 37% increase in the number of students using television programs at school. There was an increased awareness of job requirements, expectations, limitations, etc., as expressed by student comments.

Orientation and Skill Development Level

The audit of the third year program objectives at the Orientation and Skill Development Level was based on the objectives as stated in the Revised Planning Guide. These objectives were used as a baseline information from which the audit was implemented. The first step in the audit was to review the stated objectives for the Orientation and Skill Development program. This information provided a basis from which the audit activities were planned. The instruments and techniques were then developed by the team members evaluating this segment of the project. The goal of the instrument was to determine selected aspects of program implementation. More specifically, these objectives were to determine:

1. If the programs were implemented.
2. Progress of the programs.
3. Project activities in Career Education.
4. Adherance to stated objectives.

The next step was to submit instruments and visitation schedules to the Director of the Career Education Project for his reaction and approval. Following this approval, the audit was conducted by Mrs. Wanda Wilson, team member, and Mrs. Bonnie Hire, graduate assistant.

Seven of the 11 high schools in the Oklahoma City system, as well as four special centers, have programs funded through the Career Education project. Eleven of these schools were visited. The plan was to visit all schools implementing the Career Education program. All schools that had Career Education funded programs were confirmed as being in operation. As noted in Table XVIII, thirteen of the fifteen teachers, or 87% interviewed, indicated an awareness of the Career Education project. Fifty-three (53%) percent had participated in inservice training programs designed specifically for the Career Education project. Seventy-four (74%) percent indicated that they had developed student performance objectives for the program. Twenty (20%) percent answered that they were still in the process of developing these objectives, and six (6%) percent indicated that no student performance objectives were developed.

When asked if the staff had been sufficiently involved in the planning and implementation of the Career Education project, eight of the fifteen answered in the affirmative. Sixty-seven (67%) percent expressed a philosophy of Career Education compatible with that expressed in the project. Thirteen of the fifteen teachers felt that they were more knowledgeable about Career Education this year than during the school year 1974-75.

TABLE XVIII

SUMMARY OF EVALUATION TEAM'S INTERVIEWS
WITH HIGH SCHOOL TEACHERS
N=15

QUESTIONS	NUMBER OF RESPONSES	PERCENTAGE
1. What course do you teach?		
(SEE NOTE BELOW)		
2. Aware of Career Education project in Oklahoma City schools?		
A. Yes	13	87%
B. No	2	13%
3. Participating in in-service training programs?		
A. Yes	8	53%
B. No	7	47%
4. Developed performance objectives for programs?		
A. Yes	11	74%
B. No	1	[illegible]
C. In process	3	20%
5. Has instructional staff had sufficient involvement in Career Education program planning?		
A. Yes	8	53%
B. No	7	47%
6. Perception of Career Education concept?		
A. Education of student through vocational education	3	20%
B. Total educational process	10	67%
C. Disagree with concept	-0-	--
D. No concept formulated	2	13%
E. Other	-0-	--
7. More knowledgeable about Career Education this year than last?		
A. Yes	13	87%
B. No	2	13%

* Question 1 could not be answered by a yes or no response.

Four high schools were implementing the Home Construction program; however, the U. S. Grant High School and Star Spencer High School had returned to Industrial Arts individual project programs. The programs at Northwest Classen High School and John Marshall High School were building "mini-barns" and implementing curriculum designed in the original proposal. All of the programs were meeting five periods per week and were exposing students to various phases of home construction. The facilities for each of the four programs appeared to be sufficiently equipped with tools and large equipment to provide students with hands-on experiences.

Two programs were being conducted at Star Spencer High School and Northwest Classen High School in Industrial Power. Both instructors were aware of receiving power kits and curriculum materials to help implement more Career Education objectives in their programs. One instructor expressed a need for a stock pile of parts for a more hands-on experience for the students in repairing and building new projects. Enrollment seemed to be high in both classes, and a good mix of male and female students was evident. Both classes met five periods per week with instruction centered on electricity, electronics, mechanical, and fluid control.

A new Interior Decorating cluster was very evident in two programs at U. S. Grant High School and Douglass High School. The clusters consist of a two-year (15 hours per week) program. Facilities are being renovated at both high schools to include an interior design studio and display area. Both instructors were highly motivated and enthusiastic to implement teaching the new job clusters that will be included in the program. The two new interior design studios, new industrial machines, drapery equipment, equipment to teach the installation of a variety of floor coverings, and supplies and materials for each area had been purchased and were in each classroom to be used. Enrollment appeared to be small, but both instructors said that preenrollment for fall was growing. Additional equipment requests made by the instructors were: blind hemmer machine, four-thread serging machine, and electric cutter. Students expressed enthusiasm and interest in this career cluster. The student population represented both male and female students.

A new Career Exploration class was implemented at U. S. Grant High School for the first time this year. It included students in grades 10-12. The instructor was not adequately instructed in the objectives of the career education program and received no teaching materials to help implement the new class with the exception of a slide-view machine and a small set of Career Education brochures. The instructor expressed that the students were enthusiastic about the career education curriculum. The instructor felt it was important information for students to learn. A class at Northwest Classen High School that has been in operation for two years was continuing. The instructor also expressed a need for additional materials.

The two year Vocational Business and Office programs at Star Spencer High School and Foster-Estes Vocational-Technical School were in their third year. Both instructors were very pleased with the progress and

placement of the students in this particular program. Enrollment in both schools was high, with students being placed on a waiting list for future classes. Facilities appeared to be adequate, and students being able to work individually in order to develop skills. Requests made were additional wiring and a mag-card machine. Students interviewed during the visitation reported they were satisfied with skill development and job placement.

The Hospitality and Personal Service Orientation program has not been implemented in the four high schools as suggested in the original objectives. Planning and curriculum development has been completed by a group of home economics teachers. However, the scheduling of students into this program was not possible at this time due to limited staff.

Seven principals with project designated programs and special centers were interviewed (Table XIX). Three principals indicated attendance at inservice training. Most of them perceived their role as providing leadership in the development of the Career Education project. There was positive evidence of career education awareness being developed in the high schools of Oklahoma City, such as: Carver Center, school for special need students, has implemented a home economics related occupations program and a construction related occupations program; Central Innovative High School just recently opened, January 1, 1976, with a total career education concept with awareness and exploration activities; Adult Education School and the Metro High School include many career related concepts as a part of the total learning experience through field trips, guest speakers, shadowing, personal interviewing, and exploratory work experience; the Foster-Estes Area Vocational-Technical School is a total occupational skill development center; Southeast High School had done some exemplary activities in trying to bring business into the high school setting for helping students who have difficulty identifying with their school; inservice career education awareness and exploratory for approximately 60 home economics teachers has been carried out during the 1974-75 and 1975-76 school years; and Star Spencer High School has conducted field trips in addition to their regular curriculum and reported increased interest exhibited by their students.

Five of the seven principals indicated they have been adequately involved in the planning and implementation of the Career Education Program. The principals did not indicate a clear concept of career education. Only two of the seven stated they felt no better informed about career education after the three-year project.

Five counselors were interviewed with only two attending an inservice training session on Career Education (Table XX). Apparently services in the area of job survey, arranging for employer interviews, etc., were not performed on an organized basis. Most counselors indicated insufficient time to provide these services. The counselors did not have a clear concept of the career education process. Four of the five indicated they were more knowledgeable about Career

Education this year than last. In some of the high schools, it was found that counselors were providing excellent leadership activities in helping to make students aware of the total job market.

TABLE XIX

SUMMARY OF EVALUATION TEAM'S INTERVIEWS
WITH HIGH SCHOOL PRINCIPALS
N=7

QUESTIONS	NUMBER OF RESPONSES	PERCENTAGE
1. Attended inservice training sessions about Career Education?		
A. Yes	3	43%
B. No	4	57%
2. Role in building Career Education?		
A. Provided educational leadership	5	N/A
B. Provide job placement	3	N/A
C. Other	1	N/A
3. Adequate involvement in planning Career Education program in Oklahoma City?		
A. Yes	5	71%
B. No	2	29%
4. Perception of Career Education concepts?		
A. Vocational education	3	43%
B. Total educational process	3	43%
C. Disagreement with concept	0	-
D. No clear concept	1	14%
E. Other	0	-
5. Any additional recommendations on role improvement?		
A. Yes	4	57%
B. No	3	43%
6. More knowledgeable about Career Education this year than last?		
A. Yes	5	71%
B. No	2	29%

TABLE XX

SUMMARY OF EVALUATION TEAM'S INTERVIEWS
WITH HIGH SCHOOL COUNSELORS
N=5

QUESTIONS	NUMBER OF RESPONSES	PERCENTAGE
1. Attended in-service training sessions about career education?		
A. Yes	2	40%
B. No	3	60%
2. How do you perceive your role as counselor in career education?		
A. Use of placement records	1	20%
B. Design for surveys	2	40%
C. Interview employers	2	40%
D. Assess student qualifications in relation to specific jobs	3	60%
E. Identify state and local placement services	4	80%
F. Use of VIEW materials and other Career-related resources material	3	60%
3. How do you perceive concept of Career Education?		
A. Educating student through vocational education	2	40%
B. A total educational process including career awareness, exploration and specialization	2	40%
C. Disagree with total concept	1	20%
D. Clear concept of Career Education not formulated	-0-	--
E. Other	-0-	--
4. Additional recommendations on improving counselor's role in Career Education?		
A. Repeat in-service sessions in order for all counselors to attend	1	20%
B. Eliminate excess paper work in order to have more time for career awareness	1	20%
C. Special counselor to handle career education	1	20%

QUESTIONS	NUMBER OF RESPONSES	PERCENTAGE
5. Do you feel more knowledgeable about Career Education this year than last?		
A. Yes	4	80%
B. No	1	20%

A follow-up of a recommendation from the previous year was to provide a one-semester Career Awareness course. This was carried out during the spring semester of 1976 through Central State University.

The component of the career information and placement center specialist that was implemented as a part of the project included one staff member and secretarial assistants. Many of the original objectives of the Liaison Specialist have been carried out during the three-year period. Recommendations were made to add staff to this particular component to aid with communication, planning, and follow-through with local high school counselors. The extra staff was not funded; therefore, many of the recommendations suggested were not implemented. Most student referrals were made through the liaison specialist office. The specialist was housed at the Adult Education School which hampered the number of student referrals. However, he was able to work more closely with the clients attending the Adult Education School and Metro High School. Approximately 29 new contacts with local employers of business, industry, and government offices were made throughout the final year by telephone, letter, or personal visitation. Of approximately 160 dropouts or potential dropouts, 61 were placed in part-time employment and one was placed full-time. Client interviews (and total time spent by the Liaison Specialist) range from one to ten hours--or more in some cases.

TABLE XXI

SUMMARY OF EVALUATION TEAM'S INTERVIEWS
WITH HIGH SCHOOL STUDENTS
N=13

QUESTIONS	NUMBER OF RESPONSES	PERCENTAGE
1. Established a career goal?		
A. Yes	8	62%
B. No	5	38%
2. Why did you choose the occupational area in which you are currently enrolled?		
A. Influenced by counselor	4	31%
B. Influenced by parents	3	23%
C. Influenced by other students	2	15%
D. Influenced by vocational instructor	2	15%
E. Influenced by other instructor	-0-	--
F. Influenced by someone else	5	38%
3. Do you feel the school should provide more job placement services?		
A. Yes	11	85%
B. No	2	15%

DATA COMPARISONS

The Career Maturity Inventory, Form A1, developed by Crites, published by CTB/McGraw Hill; and the Career Awareness Inventory, developed by Fadale, published by Scholastic Testing Service, were standardized instruments used by the Career Education Project staff to evaluate differences in career awareness and career maturity between students with high exposure to career education and students with low exposure to career education. No attempt has been made to report the findings of the Career Education Evaluation team since the data are not felt to be meaningful because of confabulation. Tables XXII, XXIII, and XXIV reflect descriptive information gleaned from the raw data available to the evaluation team.

TABLE XXII

LOOKING AHEAD
N=119

CLASS	SCHOOL	n	$\bar{x}$	σ
Vocational Business & Office	Star Spencer	29	14.62	3.36
General Business	Classen	22	12.90	3.78
Home Construction	John Marshall	12	14.83	3.10
Power Mechanics	NW Classen	8	14.37	4.27
Career Exploration	NW Classen	17	14.00	3.76
Woodwork	John Marshall	19	10.26	4.39
Study Hall	Classen	12	12.83	3.35

TABLE XXIII

KNOWING ABOUT JOBS
(Middle School Sample)
N=78

CLASS	SCHOOL	n	$\bar{x}$	σ
World of Construction	Jefferson	22	12.59	3.40
Woodwork	Webster	19	8.36	2.95
World of Manufacturing	Jefferson	16	13.00	4.50
Metal Work	Webster	21	8.28	4.30

TABLE XXIV

KNOWING ABOUT JOBS
(High School Sample)
N=68

CLASS	SCHOOL	n	$\bar{x}$	σ
Home Construction	John Marshall	12	16.66	2.61
Auto Mechanics	NW Classen	8	14.00	4.04
Career Exploration	NW Classen	17	14.64	3.06
Woodwork	John Marshall	19	13.57	4.02
Study Hall	Classen	12	13.00	3.28

CONCLUSIONS

The following conclusions are based on the objectives in the 1976 Planning Guide. The code referred to at the left identifies each objective, followed by conclusions of the evaluation team as to the status of the objective.

A. Administration: Code 100-170

Code 100 - Supervise and coordinate the work of two (2) occupational information specialists, one (1) liaison specialist, and one (1) full-time secretary.

Code 101 - Keep and maintain records of all pertinent information, i.e., "weekly work sheets" of project activities.

Code 102 - Coordinate efforts of the project staff with State Department and Central Office agencies and departments, local schools, and other agencies.

Code 110 - Prepare and submit all progress reports to the State Project Director when due.

Code 111 - Prepare and submit all monthly finance reports to the State Vo-Tech Finance Director when due.

Code 120 - Order all equipment, supplies, materials, and other items necessary for the Career Education Program.

Code 130 - Review applicable local, state, and federal project reports, papers, and other items concerning career education.

Code 140 - Maintain appropriate and effective lines of communication with State and Federal Project Directors.

Code 150 - Coordinate with other consultants and coordinators in areas of inservice, materials and equipment, and curriculum for developmental programs concerning career education.

Code 160 - Establish and maintain communications with 100% of the central office administrative personnel to involve them in the career education program.

Code 170 - Establish and maintain all necessary financial records, purchase requests, and other financial supportive material necessary for adequate auditing and record keeping purposes.

CONCLUSION: Evidence of meeting these objectives listed under the administrative function is available through two reports: July 1 - December 31, 1975, and January 1 through March 31, 1976.

B. Development and Evaluation: Code 200-220

Code 200 - Prepare and reproduce written materials needed for the Career Education Programs as required.

CONCLUSION: This objective has been met. Curricular guides developed by various Oklahoma City teachers have been reproduced and disseminated.

Code 210 - Develop a career education research and curriculum materials center.

CONCLUSION: For elementary teachers all curriculum materials of the project have been turned over to the Central Office Media Center. For middle and high school teachers filmstrips and records are available through the Career Education Office. Lists of filmstrips and records available have been sent to high school teachers. Check out procedures have been established in the Career Education Office. All 16mm films are kept at the School System Service Center and are listed in the Oklahoma City Film Catalog.

Code 220 - Work with local research staff and third party evaluation team to evaluate the Oklahoma City Career Education Program.

CONCLUSION: The Career Education Project staff completed this objective. However, there was little cooperation from the central administration of the Oklahoma City Public Schools to provide adequate resource persons in assisting the project staff to carry out adequate experimental design and subsequent analyses of data. The Third Party Evaluators found the project staff extremely cooperative and helpful in all facets of the evaluation. They are to be commended for making the best of a situation made more difficult by a lack of local support personnel.

C. Dissemination: Code 300-350

Code 300 - To make 100% of the professional staff aware of career education, 50% at the interest level of the diffusion process, and 25% of the staff to try at least one career related technique.

CONCLUSION: Dissemination activities have been carried out by the career education staff on a continuing basis throughout the three years of the project. Professional staff awareness has been effected through inservice education. FY 1976 activities are indicated in conclusion to code 350 below.

Code 310 - To establish and maintain contact with patrons and community members of Oklahoma City to further an awareness of, and involvement in, the Oklahoma City Career Education Program.

CONCLUSION: Liaison has been maintained with the Oklahoma Employment Securities Commission, Urban League, Governor's Youth Intern Program, Oklahoma Council for Health Careers, the Manpower Division of COETA by the Liaison Specialist. The career education director and his staff have worked with the National Alliance of Businessmen, the Education Committee of the Chamber of Commerce in promotion and implementing a second Career Guidance Institute--Operation Perspective. Various speaking engagements have been completed by members of the career education staff as well as newspaper acticles, TV spots and shows (evidence in quarterly reports).

Code 320 - Maintain a working career education advisory committee composed of representations from student body, teachers, location administration, professional education association, State Department of Vocational and Technical Education, parents, labor unions, college professors, Oklahoma Employment Security Commission and local businessmen.

CONCLUSION: The Advisory Committee for the career education project has met only once during FY 1976--in September for the purpose of bringing them up to date on career education activities.

Code 330 - Make available to interested persons a cassette taping of all career awareness broadcasts.

CONCLUSION: Tapings of career education telecasts are available through the Media Center of the Administrative Building, Oklahoma City Schools.

Code 340 - Elicit, from teachers not otherwise supported through this project, requests for supplies and instructional materials and consultive services concerning innovative career education activities in the classroom.

CONCLUSION: This has continued to be accomplished through the program coordinators at the Central Administration Building.

Code 350 - Continue career education inservice with teachers, principals, etc., whenever and wherever possible. Place special emphasis on support of task forces with specific objectives to produce a product which can be disseminated throughout the school district.

CONCLUSION: The following inservice activities have taken place during FY 1976:

1. At the awareness level component of the project, all teachers and principals were involved in inservice sessions at their home school. During the months of August and September, the two Occupational Information Specialists visited each of the fifteen fifth year centers and discussed various aspects of the career education program with the total instructional staff at each building. Included were procedures for scheduling field trips and speakers, new career education instructional materials, procedures for using the occupational suitcases, and information concerning the two television career awareness series broadcasts by the School System. Printed handouts detailing the information covered were given to all staff members of the fifth year centers. By meeting with staffs in their individual buildings, concerns of each particular staff could be dealt with on an individual basis. The career education meetings were held as regularly scheduled inservice programs, therefore, contact was made with over ninety percent of the 184 staff members involved with fifth grade students.

2. The Occupational Information Specialists also met with 45 fifth year teachers for one half-day workshop in August. This period was devoted to helping teachers design career education activities for inclusion in their classrooms. Activities developed by teachers were written in the form of mini-units to be interfaced with the on-going classroom curriculum. The purpose of the workshop was to give teachers the expertise necessary to enable them to incorporate career education concepts into their classes on a regular basis.

3. In October, two additional inservice sessions for elementary teachers were held by the Occupational Information Specialists. One was an elective session for elementary teachers from Title I schools. It was developed at the request of the Title I Consultant, attracted twenty elementary teachers, and involved them in creating career education student activities.

4. The second inservice session held in October was limited to fifth year center teachers. Twenty-six teachers, representing twelve of the fifteen centers, were taught leatherworking skills for use with their students in "hands on" activities.

5. Meetings were held during the second quarter with elementary librarians to acquaint them with the progress of the career education program. They were shown all of the media materials developed or purchased by the project staff and their involvement was solicited. Meetings with counselors were used to appraise them of the current status of career education at the elementary level and several wall-size posters about self-awareness were distributed for use at their elementary schools.

6. At the middle school exploration level, several inservice sessions were held during the month of August. Rogers Middle School instituted career education on a school-wide basis this year. The 26 teachers at Rogers had one full week of career education inservice prior to the beginning of school and were furnished with many instructional supplies and materials necessary to implementation of the career education concept.

7. A second one-week workshop held during August involved over 100 middle school teachers from every middle school in the Oklahoma City System except Rogers. One day involved presentation of the career education philosophy and concepts followed by meetings by discipline area. Teachers had the opportunity to exchange information and ideas concerning course content, teaching techniques, and classroom activities.

8. Other workshops involving middle school teachers were "careers in the Needlecraft Industry" for 22 middle and high school home economics teachers and "Career Education Curriculum Development" for seven middle school home economics teachers. The needlecraft workshop featured a consultant from Dupont Corporation who discussed the industry and gave demonstrations in needlepoint and crewel. Two local businessmen who own hobby shops featuring needlepoint crafts also made presentations. The curriculum development workshop was held for teachers who are piloting a course in Living Environments and Fabrics at three middle schools. These teachers, who will continue to meet on a regular basis, implemented twelve classes with an enrollment of 384 students at the three schools.

9. Inservice sessions and total staff involvement in the career education concept has been seen at the Adult and Metro High School.

10. A three-hour meeting was held with the entire counseling staff at John Marshall High School to discuss a career education "scope and sequence" for the student body to be implemented beginning the second semester.

11. All vocational teachers received an inservice session during August. This session primarily dealt with materials available to

them through the career education program. All teachers were given a list of films and filmstrips available through the career education office or the Media Center. Also discussed, was the career education concept and how its implementation at the elementary and middle school levels would affect them.

12. Another workshop was begun in December for 33 high school administrators, counselors, and teachers from Southeast, Adult, Metro, and Central Innovative High Schools as well as from the Area Vocational-Technical School. The workshop involved participants with 46 different businesses and/or agencies in the area. Each participant spent a full day visiting each of five different businesses, learning about the business and the careers involved. The workshop was jointly sponsored by the Oklahoma City Public Schools, Chamber of Commerce, National Alliance of Businessmen, and Central State University.

13. In March, an Occupational Information Specialist met with 55 K-4 teachers in a half-day inservice session.

14. At the middle school level, all industrial arts teachers met in an evening inservice session in February and an all day session in March to discuss the philosophies and curriculum components of career education based courses such as World of Construction, World of Manufacturing, and World of Plastics.

15. A metric education workshop in June for 35 teachers and others interested in metric education.

16. The project coordinator met with all middle and high school teachers (approximately 250) in the System in the areas of home economics, industrial arts, business, and vocational education to discuss materials available for the infusion of career education in the curriculum.

17. The Coordinator also met in March with 40 middle and high school math teachers to discuss and demonstrate techniques and ideas concerning career education in math classes.

D. Training and Placement: Code 401-430

Code 401 - Continue to develop liaison between the Career Education Program and the guidance and counseling component of the Oklahoma City System through inservice, personal contact, and other means.

Code 402 - Continue to assist counselors in the proficiencies needed to use placement records, to design job surveys, to interview employers, to assess student qualifications in relation to specific jobs, and to identify state and local placement services and their uses as required.

Code 403 - Continue to train middle and high school counselors in the use of VIEW decks and other resource materials as required.

CONCLUSION: An inservice one-semester career education institute was held during the Spring of 1976 through Central State University in which three hours graduate credit was given. A relationship with the counseling departments within each high school was established. Limiting factors were due to the limited staff (1) to make personal contacts and serve all high schools and placement problems such as student and bus transportation and lack of skills.

Code 410 - To establish an exemplary training and placement office whose responsibilities shall include student career counseling, job and/or training placement, and school placement for students who are dropouts or potential dropouts.

Code 411 - Develop and implement procedures to place 200 students per year in training programs, jobs, or school.

Code 412 - Maintain adequate records (including follow-up) on all students contacted.

Code 420 - Establish and maintain contact with other local, state, and federal agencies whose areas of responsibility might overlap with that of the Liaison Specialist.

Code 430 - To contact businesses and industries within the Oklahoma City Metropolitan Area to develop and secure student jobs and/or training positions.

CONCLUSION: An exemplary placement office was established at the Adult Education School. Approximately 60 students were assisted in placement opportunities and 29 new contacts were referred. Records were kept on all students contacted. Contacts with local employers of business, industry, and government offices were made throughout the final year. The inservice institute that was conducted during the spring semester was jointly sponsored by the Oklahoma City Public Schools, Chamber of Commerce, National Alliance of Businessmen, and Central State University. The involvement of the Oklahoma City Chamber of Commerce has been a major factor in the success of the total career education program.

E. Awareness Level: Code 500-550

Code 500 - To broadcast 18 locally developed 25 minute television broadcasts on the 15 career clusters, and the 15 (series) nationally produced, Bread and Butterflies, in a sequential manner.

CONCLUSION: This objective has been accomplished. Although the preference and use of the commercial films over the locally produced

broadcasts identified in the 1974-75 third party evaluation persisted, there was a trend toward greater usership of the locally produced telecasts in 1975-76.

Code 501 - To provide teachers with materials related to the broadcasts and with inservice training in use of the broadcasts.

Code 502 - To present the broadcasts to all fifth grade classes in the Oklahoma City Schools at the rate of one per week (optional to other grade levels).

CONCLUSION: These objectives have been accomplished. A high degree of usership and teacher satisfaction with telecast student objectives was expressed. It was determined that the specific performance objectives were more frequently used for instruction than for evaluation purposes

Code 510 - To coordinate with teachers and business leaders concerning tours available to fifth year students in the Oklahoma City Area.

CONCLUSION: This objective has been accomplished. A high degree of satisfaction with the tours was expressed by teachers during the 1975-76 interviews. In addition to a greater number of tours being taken, favorable comments concerning their coordination were made.

Code 511 - To develop and distribute a publication of available tours in the Oklahoma City Area to fifth grade teachers.

CONCLUSION: This objective has been accomplished.

Code 512 - To afford the opportunity for all fifth year students to have one field trip to industry.

CONCLUSION: This objective has been accomplished. Teachers have been informed of tours through inservice meetings in each Fifth Year Center. Considerably more teachers reported taking tours during 1975-76 (87%) than in 1974-75 (50%). Eighty-one percent of the interviewed Fifth Year Center pupils reported taking an educational tour in 1975-76. This compares favorably with 63% of the students stating they had taken tours in 1974-75.

Code 520 - To coordinate with the community in identifying people who would be willing to speak to fifth year students about their careers.

CONCLUSION: This objective has been accomplished.

Code 521 - To distribute necessary forms and information to outside speakers and teachers concerning subject matter, length, etc.

CONCLUSION: There has been no information gathered which would indicate a nonfulfillment of this objective.

Code 522 - To provide a maximum of five career speakers to each fifth grade class.

CONCLUSION: At least five speakers have been furnished to requesting teachers. Approximately 50% of the teachers have reported hearing three or more speakers.

Code 530 - Involve 100% of fifth year administrators, counselors, consultants, and teachers in fostering a career awareness with their students.

CONCLUSION: Consultants, fifth year teachers and administrators have had more intensive involvement in the Career Education program than have counselors.

Code 531 - To develop materials promoting career awareness to be used at inservice sessions.

CONCLUSION: This has been accomplished.

Code 532 - Meet with counselors and work together on developmental guidance activities that will strengthen the career awareness program.

CONCLUSION: This has been done; however, a very limited involvement in the career education program has been expressed by counselors.

Code 533 - Infuse career education into the entire elementary curriculum (where possible) by small group task force types of inservice for teachers and by increased face-to-face support.

CONCLUSION: Inservice was available on district-wide and within school bases. Face-to-face support was available on a less than optimal level during the second semester of the school year when one of the occupational specialists left the program. Comments made by teachers indicate a trend toward infusing career education into the entire curriculum.

Code 540 - To coordinate the efforts of teachers in using the locally developed 16 occupational suitcases with career information

(filmstrips, slides, pamphlets, books, and other related visual materials) for fifth year students.

CONCLUSION: There is greater involvement among media specialists in coordinating the use of occupational suitcases with career information for fifth year students.

Code 550 - To develop a measurable student improvement in career awareness and positive attitudes towards school and work by fifth year students.

CONCLUSION: While at the time of the writing of the report of the Career Education Evaluation Team a measurable student improvement in career awareness and attitudes toward school and work could not be demonstrated in fifth year center students involved in career education. However, the career education project staff has administered the Career Maturity Inventory (CMI) to selected fifth year center classes and subsequent analyses of data should provide meaningful quantitative assessments of career awareness and stages of career development for these fifth year center students surveyed.

F. Exploration Level: Code 600-660

Code 600 - To maintain a nine week (45 period) exploration program covering occupations in metal, wood, communications, electricity, and plastics.

CONCLUSION: Six schools have limited exploration programs covering one or more of the above with some variation in the time period, i.e. 4 weeks or 6 weeks.

Code 601 - To operate the program four times each year for sixth grade students at four middle schools.

CONCLUSION: The programs were in existence at four middle schools with time variations.

Code 610 - To maintain "World of Construction" programs at six middle schools to serve approximately 1,050 seventh grade students in seven programs (one school to have two programs).

CONCLUSION: This objective has been accomplished.

Code 620 - To maintain "World of Manufacturing" programs at three middle schools to serve approximately 450 eighth grade students.

CONCLUSION: This objective has been accomplished.

Code 630 - To maintain a one-year (5 periods per week) program in seventh grade Home Economics Career Explorations with accompanying student performance objectives.

CONCLUSION: The home economics career exploration program was functional in seven schools. Some questions and concerns occurred relative to performance objectives and their applicability to seventh grade students.

Code 631 - To maintain the program in all middle schools.

CONCLUSION: Four schools were not using the materials because of perceived limitations in appropriateness of materials and objectives. Some of the students found the materials to be unacceptable.

Code 632 - To provide the inservice training necessary to implement the various home economics programs in middle schools to teachers involved in these programs.

CONCLUSION: This objective has been effectively implemented through frequent well-coordinated meetings.

Code 640 - To structure class activities and curriculum to reflect career education concepts in Business classes at four middle schools.

CONCLUSION: This objective has been implemented.

Code 650 - To acquire and (where necessary) modify curriculum materials to aid in infusing career education into the total middle school curriculum.

CONCLUSION: An attempt was made to modify and infuse throughout the total curriculum in one school with limited success. This objective would be difficult to obtain.

Code 660 - To develop a measurable student improvement in career awareness and positive attitudes towards school and work by middle school students involved in the programs delineated above.

CONCLUSION: Little possibility of measuring students' improvement in career awareness and positive attitudes towards school and work exists without pretest data. Student attitudes and knowledge about jobs sections of the CMI were administered to groups of students in the "World of Manufacturing" and the "World of Construction" at one school and to students in classes in woodwork and metal work at another middle school. This was done only in two schools and only in the industrial arts area.

G. Orientation: Code 700-740

Code 700 - To maintain the one-year (five periods per week) Industrial Power Program with emphasis on electricity, electronics, mechanical, and fluid control occupations at two high schools.

CONCLUSION: The Industrial Power Program was operational. Both the instructors and the students expressed a high degree of satisfaction with the course. The teaching aids that were purchased enhanced the student learning experiences. A request for additional hands-on learning aids was made.

Code 710 - To maintain the one-year (five periods per week) Hospitality and Personal Service Program with emphasis on food service, hotel and restaurant administration, recreation management, and the child care occupations at four high schools.

CONCLUSION: The Hospitality and Personal Service Orientation Program was not operational. Curriculum materials and objectives have been completed. Three skilled development food service programs at the eleventh and twelfth grade level continue to maintain a high enrollment and placement record. Staff has not been available at this time to implement the one-year orientation program.

Code 720 - To maintain the one-year (five periods per week) Home Construction Program with emphasis on carpentry and other residential construction occupations at four high schools.

CONCLUSION: At two high schools the Home Construction Program has been operational. However, at the other two high schools the programs have returned to traditional Industrial Arts Programs.

Code 730 - To pilot a Career Exploration Program at two high schools. Program will be one semester and will serve to introduce students to job applications, job interviews, attitudes and individual career exploration in students interest areas.

CONCLUSION: Programs at two high schools were operational. Both instructors feel that the course meets the needs of the students and should be continued.

Code 740 - To develop a measurable student improvement in career awareness and positive attitudes towards school and work by high school students involved in the programs delineated above.

CONCLUSION: While at the time of the writing of the report of the Career Education Evaluation Team a measurable student improvement in career awareness and attitudes toward school and work could not be demonstrated in high school students involved in career education. However, the career education project staff has administered the Career Maturity Inventory (CMI) to selected high school classes and subsequent analyses of data should provide meaningful quantitative assessments of career awareness and stages of career development for these high school students surveyed.

H. Skill Development: Code 800-820

Code 800 - To develop a two year (15 hours per week) Interior Decorating Cluster offering skill training in upholstery and drapery. (One year possible at students' option.)

Code 801 - To specify student performance objectives relating to occupational competency.

Code 802 - To establish the program in two high schools.

Code 803 - To initiate a placement component which will assure the placement on jobs or in continued education of 95% of students available for employment.

CONCLUSION: The Interior Decorating Cluster was implemented in two high schools--Douglass High School and U. S. Grant High School. The program objectives include a cluster of jobs related to interior design. Placement is not evident at this first year of the program. Facilities are being renovated, and new equipment is being installed to meet the specific student performance objectives relating to occupational competencies in this cluster.

Code 810 - To pilot a two year program in Vocational Business and Office to cover all facets of business (i.e. reception, filing, machine operation, typing, shorthand, etc.). Program will be instituted at two locations, each program to meet two hours per day.

CONCLUSION: The Cooperative Office Education was operational at two locations. Instructor and students expressed satisfaction with the skill development level and placement.

Code 820 - To expand the career education concept to at least three additional high schools the third year of project operation; such expansion to be in terms of overall curriculum infusion.

CONCLUSION: This expansion was not implemented.

GENERAL CONCLUSIONS

In addition to the specific conclusions pertinent to each function of the project, the evaluation team members have drawn the following general conclusions regarding the progress of the third year of the Career Education Project.

1. The Career Education coordinator and his staff are to be commended for their efforts in ongoing evaluation of the career education program during the 1975-76 academic year. They appear to have followed evaluation guidelines suggested by the Department of Health, Education and Welfare. The Career Education staff attempted to make comparisons between students with high involvement in career education and low involvement in career education for comparative data. This permitted the use of inferential statistical procedures as opposed to descriptive statistics which have been utilized in previous years. However, the experimental design utilized was faulty causing the obtained results to be of doubtful value. While in several instances, significant differences between groups were found, the results were confounded by failing to maintain proper variable controls such as teacher, sex, school, age, etc. Consequently, it was impossible to determine if the significant differences were due to exposure to career education, differences between schools, teacher differences, etc. It is unfortunate that inferences cannot be drawn with any degree of certainty of freedom from error. While there is no description by the Career Education Project staff of the sampling procedures used, other than general random selection of class, randomization of classes does not in itself allow for generalizations to be made from the experimental samples to the total populations being sampled in the Oklahoma City Career Education Project.

   The Career Education Evaluation Team would particularly like to commend the Career Education Project staff for utilizing the Career Maturity Inventory (CMI) published by McGraw-Hill and the Career Awareness Inventory (CAI) published by the Scholastic Testing Service. These instruments were excellent standardized inventories and appropriate for evaluating the effectiveness of the Oklahoma City Career Education Project.

   While the Career Education Evaluation Team recommended in their report last year (1974-75) that target populations for sampling included students from the third, fifth, ninth, and twelfth grades, this was not done. It is still felt by the Career Education Evaluation Team that a more representative sample would have been more appropriate. The recommended sample size of the five percent of students in Career Education Programs in the Oklahoma City Public Schools or 30 participants, whichever was a larger, was not unreasonable. It was not accomplished, however. A 30 subject cell was accomplished by combining students from several schools, but by doing so, the effectiveness of the measure was weakened.

The Career Education Evaluation Team is disappointed that no pretest-posttest design was incorporated into the Career Education Project Evaluation. The pretest-posttest design is among the easiest to administer and could be accomplished with little difficulty when sufficient advance planning takes place. It can only be assumed that the Career Education Project coordinator and staff did not plan appropriately for pretest administration. Therefore, the Career Education Evaluation Team does not know what changes in students' career awareness took place over time. Further, the effects of Career Education is still in question since we do not know with certainty if exposure to Career Education had any effect on the students involved.

The Career Education Evaluation Team is also dismayed at the lack of commitment on the part of the Oklahoma City Public Schools central administration to the Career Education project by their failure to provide adequate resources to the Career Education Project staff for ongoing evaluation. It would not normally be expected of the Career Education Project staff to be proficient in the techniques of experimental design and statistical analyses of data unless such a person were included as part of the professional staff. The Career Education Program director and staff had to assume the additional responsibility of selecting, administering, scoring, and interpretation of evaluative instruments. Consequently, a very time consuming and difficult area of responsibility was added to the already overburdened Career Education Project director and staff.

2. A good job has been done in identifying with the business community in Oklahoma City. It has been possible during 1975-76 to conduct a Career Education Institute as a cooperative effort between the Oklahoma City Schools, the Oklahoma City Chamber of Commerce, the National Alliance of Businessmen, and Central State University. The title of the career guidance institute was "Operation Perspective," involving 33 secondary schools, Adult School, and Metro School counselors, teachers and administrators. The greatest disappointment of the project was that only the staff from the Adult School, Metro School, the Innovative High School, Foster-Estes Area Vo-Tech School and two general education faculty members from Southeast High School were involved. The disappointment was that math, science, social studies, and English teachers were not there from the other schools, because the whole idea was to get them involved with learning activities in the world of work and how it would relate to their teaching in the classroom. The people who were involved with it were already counselors or vocational teachers, mostly whose jobs relate to the world of work. The members of the business and industrial community and the public school professional staff who took part in the project considered it to be a great experience.

3. Key personnel throughout the three-year project have remained virtually the same. Tom DeSpain, Gary Hornish, and Cal Holloway

have remained throughout the project. Sarah Ernest was involved in the project for two and a half years. Career Education personnel were well known and highly regarded in the Fifth Year Centers in the Oklahoma City School System. They were less well-identified as career education staff to middle and high school staff members.

4. A Career Education leader for each school was implemented in only three of the 11 middle schools. Considerable inservice was provided at Rogers Middle School for the entire staff; however, the Career Education class met only the first semester and then became a reading class.

5. There were positive changes in middle school involvement by staff and administration. In the home economics area, there were some problems with materials developed by the home economics group and only a limited number of teachers were using the developed objectives in their entirity--mostly it was used in parts. A number of the teachers indicated a reluctance to continue using commercially developed career education materials.

6. A greater involvement of more teachers in diverse teaching fields is needed. Specific suggestions on how to implement career involvement in math, science, social studies, language arts, etc. is vital. Librarians should be included in the total process and could probably be identified as the opinion leader in the schools. The librarians appeared to be more knowledgeable than many other professional personnel in the schools, yet no one had asked them to become a part of this in the middle schools.

7. It was apparent that there was more involvement by principals in the Career Education program.

8. There has been some program implementation and expansion at the high school level during the third year. Among these were two interior design cluster programs and one career exploration class, both of which seemed to be meeting the students' needs and should be continued. Facilities need to be completed and equipment installed for the interior design programs. Curriculum objectives for the career exploration class should be completed, along with the securing of additional teaching materials.

9. One problem with the expansion of the Career Education concept was that school principals, with declining enrollments, cut the career exploration and skill development classes out of their programs. The rotation of principals created some additional problems in the area of implementation of Career Education.

RECOMMENDATIONS
1974-75

The following is the present status of the recommendations of the Third Party Evaluation team at the conclusion of the second year of the Oklahoma City Career Education Project (p. 85, Interim Report, 1975).

1. It is the recommendation of Third Party Evaluation Team that a concentrated effort be made by the Research Development staff to incorporate the following changes into their evaluative procedures for the 1975-76 period:

   A. Become thoroughly familiar with the Draft Guidelines for the Evaluation of Career Education Programs available through the Department of Health, Education and Welfare and alter current evaluative procedures to conform with the procedures outlined in the report;

PRESENT STATUS: Indications are that this was accomplished.

   B. Develop an outcome Question/Treatment Group Matrix providing a summary of specific outcomes for each group of students, teachers, counselors and principals being evaluated;

PRESENT STATUS: Indications are that this was not accomplished.

   C. Where possible, comparisons should be drawn between those exposed to the Oklahoma City Public Schools' Career Education Program (experimental groups) and those not exposed to the Career Education Program (control groups). If control groups are not available, comparisons between high exposure and low exposure could be made for comparative data. The emphasis the Third Party Evaluation team wishes to make here is the use of inferential statistical data as opposed to descriptive data;

PRESENT STATUS: Indications are that this was accomplished. Comparisons between high exposure and low exposure to career education were carried out.

D. Develop and utilize statistically sound sampling procedures in selecting respondents so that generalizations from the experimental sample may legitimately be made to the total population being sampled;

PRESENT STATUS: This was accomplished on a limited basis (see General Conclusions, page 52).

E. Utilize available standardized measurement instruments such as the Assessment of Career Development (ACD), Career Development Inventory (CDI), Career Education Questionnaire (CEQ), Career Maturity Inventory (CMI), Differential Aptitude Tests (DAT), and/or Self Observation Scale (SOS) in evaluation of Career Education objectives outcome.

PRESENT STATUS: Indications are that this was accomplished.

2. It is suggested by the Third Party Evaluation team that the Research Department select as their target populations for sampling, students from the third, fifth, ninth, and twelfth grades. It is further recommended that the third and fifth graders be administered the SCS plus one other suitable instrument, and that the ninth and twelfth graders be administered the ACD as a minimum. We would like a total sample of 1,000 students from the Oklahoma City Career Education Program broken down as follows:

200	Third Graders
200	Fifth Graders
300	Ninth Graders
300	Twelfth Graders
1,000	Total Sampled Population

While these numbers are strictly advisable, under no circumstances should the sample size be less than 5% or 30 participants, whichever is the larger.

PRESENT STATUS: This was not accomplished.

3. At certain points we need to measure the extent of increase in self-awareness that the students have as well as an increase in the awareness of the "World of Work".

PRESENT STATUS: The indications are that this has been done. The raw data have been gathered; however, the analysis of information has not been completed as of the writing of this report.

4. Special effort should be made to implement objectives deferred due to staff scheduling and space problems; further, the Career Education staff needs to develop program objectives for students, counselors, teachers, and principals in terms of measurable outcomes.

PRESENT STATUS: No special effort has been made to implement objectives previously deferred due to staff scheduling and space problems.

5. A real effort needs to be expended relative to the real goals for the coming year. Also, some serious planning efforts need to be initiated prior to Fall of 1975, concerning the overall goals and objectives of the entire program. Especially taking into consideration the Draft Guidelines for the Evaluation of the Career Education program, as developed by the United States Office of Education.

PRESENT STATUS: No special plans for implementing U. S. Office of Education guidelines were evident.

6. A member of the Career Education staff should have a regularly scheduled morning or afternoon assignment in the schools throughout the system. This person would be better able to serve as a coordinator, rather than delegate that type of job to someone who already had multiple responsibilities within the building.

PRESENT STATUS: No members of the Career Education staff were regularly assigned to a school. They were in the schools in September and October to perform workshops in individual Fifth Year Centers, and after that time, they were in the buildings on a need or interest basis.

7. During the third year of the project, it is recommended that consideration be given to releasing the Career Development Specialists from the responsibility of developing original television tapes, since professionally prepared tapes such as "Bread and Butterflies" are now available. This possible reassignment of responsibilities could result in greater availability of these two creative professionals to the classroom teachers of the district.

PRESENT STATUS: No telecasts were produced during the 1975-76 school year.

8. It is recommended that greater effort be made to coordinate the tours.

PRESENT STATUS: This has been accomplished. Fifth Year Center students have taken more tours. Teachers expressed satisfaction relative to the coordination of tours.

9. It is recommended that middle school teachers receive more information about the availability of career speakers and suggestions as to the reduction in the problems they have in getting buses to take them on the tours.

PRESENT STATUS: This information was made available, or assistance was provided in finding career speakers. Rather than provide a speaker list, the Central Office preferred to be called and a speaker in the school's area would be suggested to them, so that everyone would not be calling the same speaker or going to the same place. At Rogers Middle School there has been a total Career Education effort throughout the entire staff. There were people designated as career exploratory teachers.

10. The Exploratory Curriculum should be broadened to include in diverse subject areas (Social Studies, Science, Business, etc.) the same concept which has been developed in "World of Construction" and "World of Manufacturing."

PRESENT STATUS: Some of this was observed at the Metro High School in the science class and was also found at the middle school that included social science teachers, English teachers, and a sort of "World of Business" banking project.

11. It is recommended that Quarterly Reports include data concerning the Training and Placement activities.

PRESENT STATUS: Quarterly Reports have included information as to possible employment contacts and placement of students.

12. Based on the number of services that the Liaison Specialist is attempting to provide, we recommend that additional staff be considered for the Training and Placement component of the project. An expanded staff may include personnel on a professional and/or paraprofessional level. The number and type of staff should be identified as a result of consultation with

the Liaison Specialist and other personnel with whom he coordinates activities.

PRESENT STATUS: This was not implemented; therefore, the placement liaison specialist felt hampered. He did work within the building in which he was housed, but was unable to serve some of the other high schools.

13. We recommend that the Career Education Project personnel explore the possibility of expanding the Career Education program to additional high schools. More curriculum resources should be made available for use in the Career Exploration classes.

PRESENT STATUS: Two new interior design programs have been implemented and facilities are being renovated and new equipment installed in classrooms. New audio visual resource materials will be available to teachers. The Career Education instructor felt a lack of communication and had received one set of brochures on Career Education. At a preliminary meeting it was suggested that Carver Center, Innovative High School, Adult Institute, Metro School, Southeast, and John Marshall were possible areas for increased emphasis. There seemed to be a problem distinguishing between vocational and career education money.

14. Since some teachers do not have a clear understanding of the goals of the hospitality and personal services curricular project, it is recommended that the school district coordinator of Home Economics Education continue to provide leadership for orienting Home Economics teachers to the concept of Career Education.

PRESENT STATUS: At the middle schools there were monthly meetings of home economists. Some schools were doing the Hospitality and Personal Services curriculum, but there was a general reduction in enthusiasm for the acceptability of curricular materials which had been sent to them. A number of home economics teachers had given up on the prepared materials and had gone back to traditional programs. The leadership provided was better than before, but there is confusion as to what sort of materials to use, resulting in less use of career oriented materials.

15. It is recommended that consideration be given to several areas of in-service education:

    A. Involvement of building principals in Career Education Awareness activities.

PRESENT STATUS: In-service opportunities were afforded Fifth Year principals.

B. Involvement of counselors in developing through workshop activities an understanding of the counselor's responsibilities for Career Education.

PRESENT STATUS: Involvement has been accomplished by telephone or written communication with counselors throughout the school system. There was evidence of in-service programs for counselors at John Marshall High School and the Fifth Year Centers.

C. Extension of the "Kaleidoscope '75" program to allow for business and industrial exposure for elementary, middle, and high school teachers, representatives of every educational site within the school system, such exposure to take place during the working day to allow for expanded understanding of the World of Work.

PRESENT STATUS: There was an extension of "Kaleidoscope '75" called "Operation Perspective" involving 33 professional staff members.

D. "Teacher-talk-to-teacher" workshops for the purpose of exchanging ideas, techniques, and curricular materials in Career Education.

PRESENT STATUS: There was little evidence of this, with the exception of teacher-talk-to-teacher scheduled activity at monthly faculty meetings at one Fifth Year Center.

E. Involvement of Fifth Year Center media specialists in coordinating the use of Career Awareness materials in the schools. A catalog of materials should be made available to them for teacher reference purposes. Media specialists might further be involved in the development of Career Awareness packets for individual pupils' use in relation to specific career fields.

PRESENT STATUS: There was a workshop for Fifth Year Centers for library or media personnel where they were shown media materials developed and purchased by the staff. Their involvement in career awareness programs was solicited. There was evidence that there was some carryover from this workshop, and that media specialists were considerably more involved this year.

STATEMENTS OF A GENERAL NATURE

1. A true evaluation of a project of this type is that enrollment in vocational education should increase. While the total enrollment of the school system has declined, enrollment in vocational education classes has increased or remained constant. There should be students interested in developing a skill in a particular area. There was some evidence of this in an occupational home economics child development program at Northwest Classen that came about as a result of middle schools where courses were implemented.

2. The whole project was extremely unwieldly because of the vastness of the Oklahoma City School System, with the community population as well as the school population. In three years time, without any kind of sophisticated measurement, it was possible to tell that there is a heightened awareness to the Career Education process which could be attributed to the kinds of activities that have been going on during the past three years in the Oklahoma City schools.

3. With no more people operating at full-time capacity, the Career Education staff should be commended for what they have been able to accomplish in three years.

4. Approximately 90% of those involved at the Fifth Year Centers indicated they would continue with Career Education in the future. When asked how to do so they came up with ideas that indicated they have given some thought to possibilities for continuation. There are indications that involvement seems to be high after a workshop in terms of the number of tours and speakers and that it dissipates during periods of limited contact with Career Education people.

5. Some effort needs to be expended relative to determining the type of impact Career Education programs may have had on students, to be accomplished through the use of follow-up, pre- and post-testing or longitudinal studies.

6. Although the project has operated with advisory committee input from the very beginning, there was a noticeable lessening of advisory committee involvement in the final year of the project.

7. It is recommended that the Oklahoma City school administration provide personnel for the continued coordination of Career Education programs.

APPENDICES

APPENDIX A

OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
FRANCIS TUTTLE, DIRECTOR • 1515 WEST SIXTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

February 10, 1976

Dr. Bill Lillard, President
Central State University
Edmond, Oklahoma 73034

Dear Dr. Lillard:

The Committee for Exemplary Programs approved CP-500 Sub-Contract for Evaluation, "Third Party Evaluation, Exemplary Project, Career Education, Oklahoma City Schools," in the amount of $6,000. This evaluation contract is budget item F, Third Party Evaluation, for Federal Grant #OEG-0-73-5321, Project #502 V65 0016, and shall be administered in accordance with the terms and conditions of that grant.

The budget approved includes: four graduate assistants, $3,000; a part-time secretary, $600; personnel benefits, $350; consultant fees to CSU staff, $1,050; travel @12¢/mile, $300; office supplies, duplicating, and communications, $690. Dr. William D. Frazier will serve as project coordinator for this project.

Upon completion, one copy of the report will be supplied to the State Department of Vocational and Technical Education for inclusion in the Final Report of the Federal Grant.

We appreciate the work your staff members have accomplished in evaluating the project during the first two years. We wish you success in this final year evaluation of the Oklahoma City Public Schools' Exemplary Program. Thanks for your cooperation and support.

Sincerely,

Francis Tuttle

Francis Tuttle, State Director
Vocational and Technical Education

FT/df

MAR 2 8 Rec'd
PRESIDENT'S OFFICE

CONTRACT FOR SPECIAL PROGRAMS

Oklahoma State Department of Vocational and Technical Education

Exemplary, Part D 142(c)

CP-500 (3rd-party evaluation for FY 1976)

Source: U.S.O.E. Grant Number OEG-0-73-5321, Project Number 502 V65 0016

Title: Third Party Evaluation, Exemplary Project, Career Education, Oklahoma City Schools.

Applicant Organization: School of Education
Central State University
Edmond, Oklahoma 73034

Project Director: Lucille W. Patton, Chairman
Department of Vocational-Technical Teacher Education
Central State University

Transmitted by: J. Dale Mullins, Dean
School of Education
Central State University

Duration of Activity: March 1, 1976 to June 30, 1976

Total Funds Requested: $6,000 Total Funds Approved: $6,000

Date Transmitted: February 3, 1976

Scope of Work: In accordance with the attached Third-Party Evaluation scope of work and budget.

This sub-contract shall be administered in accordance with the Grant Terms and Conditions of Grant Number OEG-0-73-5321, Project Number 502 V65 0016.

Wm. D. Frazier

Wm. D. Frazier, Project Coordinator

Francis Tuttle

Francis Tuttle, State Director

PROPOSAL FOR A PROGRAM
SUBMITTED TO THE OKLAHOMA STATE BOARD FOR VOCATIONAL AND TECHNICAL EDUCATION

Title: Third Party Evaluation, Exemplary Project, Career Education, Oklahoma City Schools

Applicant Organization: Central State University

Program Director: Dr. Lucille W. Patton, Chairman
Department of Vocational-Technical Teacher Education
School of Education
Central State University
Edmond, Oklahoma 73034
Telephone: 341-2980, Extension 741

Transmitted by: Dr. J. Dale Mullins, Dean
School of Education
Central State University
Edmond, Oklahoma 73034
Telephone: 341-2980, Extension 701

Duration of Activity: March 1, 1976 to June 30, 1976

Total State Funds Requested: $6,000.00

Date Transmitted: February 3, 1976

UNIVERSITY APPROVAL

Bill Lillard, President

Alvin Alcorn, Vice President

THIRD-PARTY EVALUATION

Grant Number: OEG-0-73-5321
Project Number: F6 004 VW
Oklahoma Contract: CP-500

Scope of Work

A. This grant covers the third year, third-party evaluation of a project planned for three years. Negotiations are being conducted with Central State University, Edmond, Oklahoma as the following bases:

1. This is a continuation--the institution has the prerequisite knowledge, experience and facilities for performance of the scope of work by virtue of its previous and current work on the project.

2. The initial request for bid identified the third-party evaluation as a three-year project--provided funding was available.

B. The amount of this grant is $6,000.00.

C. The grant shall be administered in accordance with the terms and conditions of Grant Number OEG-0-73-5321 which are incorporated herein by reference.

D. The following tasks are to be performed by the Central State University evaluation team:

1. A review of the self-evaluation process for this project with regard to the following:

a. Conformance of the evaluation to the Guidelines for the Evaluation of Career Education Programs.

b. Reliability and validity of data collection instruments.

c. Appropriateness of sampling procedures, data analyses and conclusions.

2. An analysis of the objectives and procedures developed for the third year of the project as they relate to:

a. The USOE Policy Paper: AVTE-V72-10, August 28, 1972.

b. The purpose of the project as stated in the original proposal submitted by the Oklahoma City Public Schools.

c. The third-party evaluation report of the first and second years.

3. An evaluation of the activities of the third year with regard to committment of the school district to the career education philosophy.

4. Ten hours of "exit" consultation with the project staff. Objectives will be:

   a. To discuss findings of the evaluation team with the local project staff.

   b. To develop viable recommendations to be included in the evaluation report.

5. A report of the findings in 1, 2, and 3 above together with conclusions and recommendations. The report will be submitted to the State Project Director by June 30, 1976.

   a. The report should detail results of the self-evaluation which are related to the design in Guidelines for the Evaluation of Career Education Programs. Such results may also be reported in the final report of the Oklahoma City School District. They are required here for ease in consolidating results across the states.

E. In order to facilitate the evaluation, the following conditions are made a part of the grant.

1. The local project through the Local Project Director shall be responsible for providing the following to the third-party evaluation team:

   a. All instruments prepared by the Department of Research and Statistics for use in the self-evaluation--by April 1, 1976. Relevant reliability and validity data concerning the instruments shall be made available also.

   b. Copies of standardized instruments used in the self-evaluation--by May 1, 1976.

   c. The self-evaluation plan: including sampling procedures, instruments, data collection time frames, and analytic procedures--by April 1, 1976.

   d. The summaries of the data and analyses of the data as soon as practical after data collection but no later than May 15, 1976.

   e. Monthly budget analyses together with detailed explanation of expenditures when requested.

   f. Such other data as may be readily accessable such as placement records from the Training and Placement office.

   g. Coordination support for interviews to be conducted by the third-party evaluation team.

   h. Review of interview content before interviews are conducted with teachers or students.

   i. At least 4 hours time of each project staff member for purposes of "exit" consultation by the third-party evaluation team.

2. The State Project Director shall be responsible for the following:

   a. To furnish Quarterly Progress Reports to the third-party evaluation team at the same time they are submitted to the Regional Grants Officer.

   b. To expedite requests from the third-party evaluation team for any additional data which would have to be generated by local project staff following such requests.

3. The third-party evaluation team will be responsible as follows:

   a. To channel requests for data needs not specified herein through the State Project Director.

   b. To furnish interview schedules and content to the Local Project Director at least two weeks before interviews are to be made with teachers and students.

   c. To check in with building principals before conducting an interview in their school.

   d. To furnish professional educators to conduct all interviews in the Oklahoma City Public School District.

   e. To conduct "exit" consultation after evaluation data are collected and before the evaluation report recommendations are completed.

BUDGET FY 1976

THIRD-PARTY EVALUATION
CAREER EDUCATION
OKLAHOMA CITY PUBLIC SCHOOLS

BUDGET: 1975-1976

Personnel:		
Graduate Assistants (Four M.Ed. Candidates, 3 months each @ $250/month)	$ 3,000	
One part-time secretary	600	
Personnel Benefits	360	
TOTAL PERSONNEL EXPENSE		$3,960
Other:		
Consultant Fees, CSU Staff (7 staff members @ $150 each. Services beyond University assignments)	1,050	
Travel (Evaluation staff & graduate assistants)	300	
Office Supplies, Duplicating, Communications	690	
TOTAL OTHER EXPENSES		$2,040
GRAND TOTAL EXPENSES		$6,000

APPENDIX B

VISITATION SCHEDULE

Mrs. Wanda Wilson
Mrs. Bonnie Hire

Monday	- April 12, 1976	Adult Education School	9:00a.m.
		Metro High School	10:00a.m.
Wednesday	- April 14, 1976	Douglass High	9:00a.m.
Monday	- April 19, 1976	U. S. Grant High	9:00a.m.
Wednesday	- April 21, 1976	Southeast High	9:00a.m.
		Area Vo-Tech	10:00a.m.
Friday	- April 23, 1976	John Marshall High	9:00a.m.
Monday	- April 26, 1976	Carver Center	9:00a.m.
Friday	- April 30, 1976	Central Innovative	9:00a.m.
Monday	- May 3, 1976	Star Spencer High	9:00a.m.
Wednesday	- May 5, 1976	Northwest Classen High	9:00a.m.

Dr. Mary Ann Henderson
June Huneycutt

Tuesday	- April 13, 1976	Dewey School	9:00a.m.
		Culbertson School	10:30a.m.
Thursday	- April 15, 1976	Creston Hills School	9:00a.m.
		Edison School	10:30a.m.
Tuesday	- April 20, 1976	Edwards School	9:00a.m.
		North Highland School	10:30a.m.
Thursday	- April 22, 1976	Longfellow School	9:00a.m.
		Garden Oaks School	10:30a.m.
Tuesday	- April 27, 1976	Parker School	9:00a.m.
		Green Pastures School	10:30a.m.
Thursday	- April 29, 1976	Lincoln School	9:00a.m.
		Page-Woodson School	10:30a.m.
Tuesday	- May 4, 1976	Polk School	9:00a.m.
		M. L. King School	10:30a.m.

Thursday	- May 6, 1976	Truman School	9:00a.m.
		Dewey School	10:30a.m.

Dr. Don Helberg
Dr. Earl Newman

Thursday	- April 15, 1976	Webster Middle School Jefferson Middle School
Tuesday	- April 20, 1976	Harding Middle School
Wednesday	- April 21, 1976	Hoover Middle School
Thursday	- April 22, 1976	Taft Middle School Moon Middle School
Friday	- April 23. 1976	Rogers Middle School
Monday	- April 26, 1976	Orchard Park
Tuesday	- April 27, 1976	Capitol Hill Middle School
Wednesday	- April 28, 1976	Eisenhower Middle School
Friday	- May 14, 1976	Jackson Middle School Roosevelt Middle School

APPENDIX C

INTERVIEW WITH A FIFTH YEAR PRINCIPAL

School_____ Date_____

1. How many times during this year has a representative of the Career Education Program visited your school?

   1____ 2____ 3____ 4____ 5____ NA____

2. Do you know of the means of transporting career education materials between schools?

   Yes____ No____

3. If so, how is this done? _____

   _____

   _____

4. Did you receive tools during this past summer? Yes____ No____

5. Have these tools been employed in the career education program?

   Yes____ No____

6. How are the career education materials distributed throughout your building?

   ____Resource person ____Materials Center

   ____Principal ____Other_____

7. How would you judge the degree to which your teachers are involved in infusing career education with the entire program?

   Very involved 5 4 3 2 1 0 No involvement

8. How do you suggest that continuation of career education activities might be encouraged when funding for this program is no longer available?

   _____

   _____

   _____

   _____

   _____

   _____

APPENDIX D

INTERVIEW WITH A FIFTH YEAR CENTER COUNSELOR

School_____ Date_____

1. Before receiving the questionnaire, did you know there was a Career Education Project in the schools?

   Yes____ No____

2. Did you participate in Career Education activities during the 1975-76 school year?

   Yes____ No____

3. If so, please indicate those activities in which you participated.

   ____In-service education

   ____Worked with teachers in coordinating guidance activities with the career awareness program

   ____Talked individually with pupils about career awareness

   ____Talked with classes about career awareness

   ____Helped to secure speakers or other sources of career information for teachers

   ____Other _____

   _____

   _____

4. Do you plan to include career education as a part of your activities in the future?

   ____Yes ____No

5. How do you plan to do this?

   _____

   _____

   _____

   _____

   _____

   _____

APPENDIX E
-1-

INTERVIEW WITH A FIFTH YEAR CENTER TEACHER

School_____ Date_____

Television

1. Did your class frequently view the career education television programs?

   "Bread and Butterflies" Yes____ No____
   "Kaleidoscope" Yes____ No____

2. You say that your class frequently viewed _____but not _____. Can you tell me why your class did not view _____?

   _____I was not aware of it
   _____Scheduling difficulties
   _____I received no curriculum guide for it
   _____It was not appropriate for my class
   _____Other_____

3. Did you use the specific student objectives for the broadcasts?

   Yes_____ No_____

4. Do you believe the student performance objectives were helpful to you?

   Yes_____ No_____

5. If yes, please indicate the benefits of the specific performance objectives as you see them.

   _____Preparing students for viewing.
   _____Providing discussion topics for follow-up
   _____Evaluating student career awareness
   _____Evaluating student attitude change
   _____Evaluating student self-perceptions about their aptitudes and interests for work.
   _____Stimulating the teacher to provide activities of these learnings and attitudes.

Tours

1. Did your class take a career education tour this year? Yes___ No___

2. How many career education tours did your pupils make?

   1___ 2___ 3___ 4___ 5___

3. Did you receive the materials developed for pre-trip and follow-up activities?

   Yes_____ No_____

   If no, skip to number 6.

4. Did you believe the activities found in this material enhanced the learnings of your pupils? Yes____ No____

5. Do you believe the activities found in this material contributed to positive attitude changes about the world of work among your students? Yes____ No____

6. Did you receive the students performance objectives developed for the career education tours? Yes____ No____

7. Did you use these objectives to evaluate the benefit of the tour? Yes____ No____

8. If yes, did this evaluation lead you to believe the tour was of benefit to your pupils? Yes____ No____

9. Were these realistic objectives for evaluation purposes? Yes____ No____ Undecided____

Coordinating the Curriculum

1. Have you received encouragement and/or assistance in relating career education concepts to other areas in the curriculum? Yes___ No___

2. If so, please indicate the source of the encouragement and/or program this year?
____In-service education
____Career education personnel
____Principal
____Other_____

Speakers

1. Did you involve occupational guest speakers in your career education program this year? Yes____ No____

2. If so, who many guest speakers did you have involved?
1___ 2___ 3___ 4___ 5___

Continuation of Program

1. Do you plan to include career education as a part of the curriculum in the future? Yes____ No____

2. How do you plan to do this?

_____

_____

_____

_____

APPENDIX F

INTERVIEW WITH A FIFTH YEAR CENTER STUDENT

School_____ Date_____

1. Have you seen a T.V. program that told you about jobs for people?
   Yes____ No____
2. Has your class made a field trip to a business or industry where people told you about their jobs? Yes____ No____
3. Has your class had someone come and visit and tell the students about a job? Yes____ No____
4. Have you talked in school about different kinds of jobs people have?
   Yes____ No____
5. Tell me about some of the jobs. _____

   _____

   _____
6. Do you have any idea about what you might want to do when you grow up?

   _____

   _____

   _____
7. What kind of work does your father do?

   _____
8. What kind of work does your mother do?

   _____

APPENDIX G

INTERVIEW WITH FIFTH YEAR RESOURCE PERSONNEL

School_____ Date_____

1. Before receiving this questionnaire, did you know there was a Career Education Project in the schools?

   Yes____ No____

2. Did you participate in Career Education activities during the 1975-76 school year?

   Yes____ No____

3. Have you received assistance in establishing a system to help students in individual interest areas as related to Career Education?

   Yes____ No____

4. Please indicate the Career Education activities in which you participated during the 1975-76 school year.

   ____In-service education
   ____Materials development
   ____Ordering materials
   ____Coordinating the use of career education packages
   ____Coordinating the use of career education occupational suitcases

   ____Other_____

   _____

   _____

5. Do you plan to include career education as a part of your activities in the future?

   Yes____ No____

6. How do you plan to do this?

   _____

   _____

   _____

   _____

   _____

APPENDIX H

INTERVIEW WITH MIDDLE SCHOOL PRINCIPALS

School_____ Date_____

1. Have you attended an in-service training program for career education?

   Yes____ No____

2. Have the faculty at your school attended an in-service program for career education?

   Yes____ No____

3. Has your counselor made available occupational and career information to your teachers for classroom use?

   Yes____ No____

4. Has your school conducted field trips to local businesses, etc.?

   Yes____ No____

5. Which of the following have been implemented at this time in your school?

   _____A 9-week exploration program covering occupations in metal, wood, communications, electricity, and plastics.
   _____A 9-week exploration program covering business office occupations.
   _____An exploration program for the "World of Construction."
   _____An exploration program for the "World of Manufacturing."
   _____A 1-year program in Home Economics Career Exploration.
   _____A 6-week pilot program in Home Economics Career Exploration.

6. Has a career education opinion leader been appointed in your school?

   Yes____ No____

APPENDIX I

INTERVIEW WITH MIDDLE SCHOOL COUNSELORS

1. Have you attended an in-service training program for career education?

   Yes_____ No_____

2. Have you made available occupational and career information for all teachers to use?

   Yes____ No____

   Types: _____

   _____

   _____

3. What was your role in planning field trips to businesses, etc.?

   _____

   _____

   _____

   _____

4. What was your role in obtaining speakers on occupational opportunities?

   _____

   _____

   _____

   _____

   _____

APPENDIX J

INTERVIEW WITH MIDDLE SCHOOL TEACHERS

School_____ Date_____

1. Have you attended an in-service training program for career education?

   Yes____ No____

2. Has your counselor made available occupational and career information to you for classroom use?

   Yes____ No____

3. Has your class made field trips to a business, industry, or an educational institution?

   Yes____ No____

   Where? _____

   _____

   _____

   _____

4. Has your class had any career speakers? Yes____ No____

   Speaker's expertise? _____

   _____

   _____

   _____

   _____

APPENDIX K

INTERVIEW WITH MIDDLE SCHOOL STUDENTS

School_____ Date_____

1. Has your class made a field trip to a business or industry where people told you abou their jobs?

   Yes____ No____

2. Has your class had a speaker who discussed jobs and job possibilities?

   Yes____ No____

3. What Career Education Program have you been enrolled in?

   _____

4. Have you seen a TV program or films at school that told you about jobs?

   Yes____ No____

5. Tell me anything you can remember that you especially learned about jobs from your career speakers, field trips, TV, or your career education classes.

   _____

   _____

   _____

   _____

   _____

   _____

   _____

APPENDIX L

INTERVIEW WITH HIGH SCHOOL TEACHERS

School_____ Date_____

1. What course do you teach?_____

	Yes	No	In Process
2. Are you aware of the Career Education Project in the Oklahoma City Schools?	___	___	
3. Have you participated in an in-service training program for the Career Education Project?	___	___	___
4. Have you developed performance objectives for your program?	___	___	___
5. Do you feel that the instructional staff has had sufficient involvement in the planning of the Career Education Project?	___	___	
6. How do you perceive the concept of Career Education?			
a. Education of the student through vocational education.	___	___	
b. A total educational process including Career Awareness, Exploration, and Specialization	___	___	
c. Disagree with total concept	___	___	
d. Have not formulated a clear concept of career education	___	___	
e. Other (list)_____			
_____	___	___	
7. Do you feel more knowledgeable about Career Education this year than last?	___	___	

APPENDIX M

INTERVIEW WITH HIGH SCHOOL PRINCIPALS

School_____ Date_____

	Yes	No
1. Have you attended in-service training sessions about Career Education?	___	___
2. How do you perceive your role as a building principal in Career Education?		
a. Provide educational leadership in the development of the career education concept in your school	___	___
b. Provide job placement offices within your school building	___	___
c. Other (list) _____		
_____		
_____		
3. Do you feel adequate involvement in the planning and implementation of the Career Education Program in the Oklahoma City schools?	___	___
4. How do you perceive the concept of Career Education?		
a. Education of the student through vocational education	___	___
b. A total educational process including career awareness, exploration and specialization	___	___
c. Disagree with total concept	___	___
d. Have not formulated a clear concept of career education	___	___
e. Other (list) _____		
_____		
_____		
5. Do you have additional recommendations on how to improve the principal's role in career education? (if so, list on back)		
6. Do you feel more knowledgeable about career education this year than last?	___	___

APPENDIX N

INTERVIEW WITH HIGH SCHOOL COUNSELORS

School_____ Date_____

	Yes	No
1. Have you attended in-service training sessions about career education?	___	___
2. How do you perceive your role as a counselor in career education?		
a. Use of placement records	___	___
b. Design job surveys	___	___
c. Interview employers	___	___
d. Assess student qualifications in relation to specific jobs	___	___
e. Identify state and local placement services	___	___
f. Use of VIEW materials and other career-related resource materials	___	___
3. How do you perceive the concept of career education?		
a. Education of the student through vocational education	___	___
b. A total educational process including career awareness	___	___
c. Disagree with total concept	___	___
d. Have not formulated a clear concept of career education	___	___
e. Other (list) _____	___	___
_____		
_____		
4. Do you have additional recommendations on how to improve the counselor's role in career education? (if so, list on back)	___	___
5. Do you feel more knowledgable about career education this year than last?	___	___

APPENDIX O

INTERVIEW WITH HIGH SCHOOL STUDENTS

School_____ Date_____

	Yes	No
1. Have you established a career goal?	___	___
If so, what? _____		
_____		
2. Why did you choose the occupational area in which you are currently enrolled?		
a. Influenced by counselor	___	___
b. Influenced by parents	___	___
c. Influenced by other students	___	___
d. Influenced by vocational instructor	___	___
e. Influenced by other instructor	___	___
f. Influenced by someone else (list)		
_____	___	___
3. Do you feel the school should provide more job placement services?	___	___

APPENDIX P

OKLAHOMA CITY PUBLIC SCHOOL SYSTEM
CAREER EDUCATION PROGRAM ADVISORY COUNCIL

Bill Blood
Personnel Supervisor
Lee Way Motor Freight

Dr. Sizemore Bowlan, Director
Department of Vocational, Technical & Continuing Education
Oklahoma City Public Schools

Miss Ellen Chitwood
Assistant Vice President
Liberty National Bank

Tom DeSpain, Coordinator
Career Education Program

Wesley Driggs, Director
Adult Education Institute
Oklahoma City Public Schools

Mrs. Gwen Dukes
Parent

Gary L. Hornish
Occupational Information Specialist
Career Education Program

Clyde Joplin
Director of Administration
Altec Corporation

Gerald Kidd, Associate Professor
University of Oklahoma

Marilyn Leonard
Women & Children's Representative
State Department of Labor

Mrs. Karen Leveridge
Past President, PTSA Council

Oneda Sawyer
Manpower Representative
AFL-CIO

Sara Earnest
Occupational Information Specialist
Career Education Program

Reverend Dale Gregoriew
Our Lord's Lutheran Church

Jane Hamersley, Junior
John Marshall High School

Clyde Hamm, Chief
Community Employment Development Division
Employment Securities Commission

Jim Bill
Education Relations Representative
Western Electric Company

Cal H. Holloway
TAP Office Liaison Specialist
Career Education Program

W. V. Payne
Personnel Supervisor
Big Chief Drilling Company

Bobby D. Parker
Industrial Engineer-New Products
Honeywell, Inc.

LaDell Peterson, Counselor
Foster Estes Area Vo-Tech Center

Britton Radcliff
Assistant Business Agent
Iron Workers Local Unit #48

Jerry Rippetoe
Director of Middle Schools
Oklahoma City Public Schools

W. A. Markum, Teacher
Polk Fifth Year Center

Dr. Richard Mitchell
Department of Education
Central State University

Bob Simmons
Civilian Personnel
Tinker Air Force Base

Bob Storie, Principal
Polk Fifth Year Center

Murl Venard, Coordinator
Guidance and Counseling Division
State Department of Education

Mrs. Nelda Tebow
Coordination Curriculum
Implementation
Oklahoma City Public Schools

Joe Walker
Director of Guidance
Oklahoma City Public Schools

Valeria Turnell
Media Coordinator
Oklahoma City Public Schools

John Zeigler
Coordinator-NYC

Conclusions and Recommendations

The evaluation report prepared by the third-party evaluation team from Central State University has been carefully reviewed by the project staff. The conclusions and recommendations made in that report are endorsed by the project staff and, therefore, are not reiterated here.

There was a general conclusion that the career education project in Oklahoma City has built a solid foundation upon which future lasting growth can be accomplished in a logical and meaningful fashion. Other empirical conclusions of the project staff include:

1. Staff motivation cannot be achieved by inservice training alone. Personal contacts must be established and maintained throughout the year. Face-to-face communication is the most effective means of supporting and encouraging educational changes. The amount of project staff time devoted to this activity was grossly underestimated at the conceptualization of the proposal.

2. A meaningful scope and sequence is difficult to achieve in the embryonic years of project formation since students in all grade levels must first develop an awareness of career opportunities. At the least, it will take twelve years to achieve a meaningful scope and sequence in grades K-12 whereby students will move through the continuum of career awareness, career exploration, and career skill training. Even then, the coordination of the K-12 sequence with post secondary education can not be fully tested.

3. One of the unique problems of a large metropolitan school is the large staff turnover and reassignment requiring continuous individual contact concerning career education programs and philosophy. The reassignment of principals among schools also creates difficulties in maintaining program continuity due to their differing philosophies. This is not to assume that large schools have a greater percentage of staff turnover than do small schools. The problem is partially one of communication and management. The principal of a school in a large school district has as much (and in some cases more) autonomy as the superintendent in the small school district. The problem of developing a cohesive district philosophy encompassing career education is intensified in the system with a large number of school sites.

4. Preservice teacher training and administrator training should give more emphasis to career education. The philosophy, concepts, and pedagogy of career education should be as well understood by the beginning teacher, counselor, and administrator as subject methodology or administrative theory. Quite often the teacher training institution is at the forefront in leading to improved educational practices, however, there is little evidence that many teacher education institutions have developed beyond the interest stage in career education.

Recommendations from the career education staff included:

1. Increased emphasis should be given to infusion of the career education philosophy and activities into all middle and high school curricula. The subject matter specialists who work with each discipline area should give priority to the infusion of career education within the discipline.

2. Additional workshops and/or inservice sessions are needed for several years into the future to expand career education awareness and to speed up the diffusion process.

3. Staff size should be realistically appraised when implementing a project of the scope of this one. Staffing will continue to be a problem until the entire school district has fully adopted the career education philosophy. It is recommended that the Oklahoma City Public School System provide staff time at the Central Office leadership level to continue the face-to-face communication necessary to complete the adoption cycle.

APPENDIX A

Speaker Information

Speaker Recruitment Letter and Form

Oklahoma City Public Schools Letterhead

Dear Speaker:

Thank you for your willingness to share your expertise with public school students.

The enclosed registration is for the purpose of compiling an information list of speakers for reference purposes for the Career Education Program, which is being developed in the Oklahoma City Public Schools for the purpose of enriching students' learning experiences concerning the many careers available.

If you feel that your background (either educational or past experiences) is such that you are qualified in areas other than your present specialty, please include this on the registration form.

Again, thank you so much for taking your valuable time to help our program, and if we can be of any assistance to you, please call us.

Sincerely,

/s/Gary Hornish
Gary Hornish
OCCUPATIONAL INFORMATION
SPECIALIST

GH:pt

Enclosure

OKLAHOMA CITY PUBLIC SCHOOLS

TO: CAREER EDUCATION SPEAKERS

FROM: Career Education Project
Broadcasting Center
1801 N. Ellison
Oklahoma City, Oklahoma 73106

Please complete the following form for us (type or print). Mail the completed form to me at the above address. Thanks.

REVIEWED BY:

Comments_____

_____ Initiated by

Comments_____

_____ Initiated by

Comments_____

_____ Initiated by

Name_____

Address_____

Telephone Number (Business)_____ (Residence)_____ Zip

Occupation_____ Employer_____

Subject or topic or title_____

Has this subject been presented previously?_____

Formally?_____ Informally?_____

What kind(s) of groups have been spoken to?_____

_____

What age or grade level would find your special interest or knowledge most interesting?

_____

Brief outline of subject matter and point of view for teacher and school board reference:

_____

_____

_____

_____

_____

_____

_____

List other areas you feel competent in besides your specialty:

_____

_____

_____

Use reverse side if needed

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Oklahoma City Public Schools Letterhead

CAREER EDUCATION PROGRAM

Dear Speaker:

Thank you for your cooperation in participating in the Career Education Program being implemented this year in the Oklahoma City Public Schools. This program is being coordinated by Occupational Information Specialists, Sara Earnest and Gary Hornish. (We can be contacted at 232-0581, Ext. 356-9.)

The outline below has been found to be helpful to speakers discussing vocations. At this format is merely a suggested procedure, feel free to adapt it to your subject.

Your audience will be 5th year students, ages 10-11. This age student enjoys using or exploring occupational equipment. If might be helpful to bring any visual or physical forms of aides that you use in your vocation.

Sincerely,

/s/ Gary Hornish
Gary Hornish
OCCUPATIONAL INFORMATION
SPECIALIST

DESCRIPTION OF OCCUPATION
Nature of work (consider a typical day)...Future trends and outlook
QUALIFICATIONS NECESSARY FOR ENTRY AND SUCCESS
Physical...Personality...Special aptitudes and skills
PREPARATION NEEDED
General education/Special education/Training
Special subjects...Extra curricular activities
HOW DOES ONE GET STARTED
Hobbies...Opportunities while in school...How to apply for job
WORKING CONDITIONS
Environment or place of employment...Work alone or with others
OPPORTUNITIES FOR ADVANCEMENT
REWARDS
Earnings...Extra benefits such as vacations, insurance, pensions
Personal satisfaction

PAGE 130 CONSISTING OF AN ATTENDANCE AREA MAP OF THE OKLAHOMA CITY PUBLIC SCHOOLS WAS NOT REPRODUCIBLE AND WAS REMOVED FROM THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE.

CEP 009

TEACHER REQUEST FOR HUMAN RESOURCE PERSON
Oklahoma City Public Schools
Career Education Program

Please submit three weeks prior to date person is needed-send all copies to Central Office

TEACHER _____ SUBJECT OR GRADE _____ ROOM NO. _____

SCHOOL _____ ADDRESS _____ PHONE _____

RESOURCE TOPIC DESIRED _____

GIVE DATE AND HOUR NEEDED _____

COMMENTS _____

Confirmation on teacher's copy will be returned to teacher prior to date person is needed. The resource person will also contact you prior to the designated speaking time.

Person or persons who will fill request: PHONE

_____ _____

_____ _____

_____ _____

If member of an organization, please give name _____

MEMORANDUM

To: Team Leader

From: Gary Hornish

Subject: Confirmation of Career Education Speaker

Attached is your confirmation of the time, date, and name of your Career Education Speaker.

Please be sure you contact the speaker for your pre-planning to coordinate just what equipment or materials will be needed so this can be set up at your school before the speaker arrives.

Also attached is the Teacher Evaluation Form which we would appreciate your completing and returning to us after the speaking engagement.

GH:pt

Attachments (2)

Teacher Evaluation - Career Education Speaker
OKLAHOMA CITY PUBLIC SCHOOLS
CAREER EDUCATION PROGRAM

To Teacher - Please complete and send to Gary Hornish, Broadcast Center, 1801 N. Ellison, Oklahoma City, Okla. 73106. (at your earliest convenience)

Teacher_____School_____Subject or Grade____

Name of Resource Person_____Date Utilized_____

Number of students_____

Please rate resource person as follows on the points listed below:

S for Superior A for Adequate U for Unsatisfactory

	Evaluation	Comments
1. Did resource person pre-plan with you as to the focus of his presentation?		
2. Was the presentation effective in the following ways?		
a. understandable delivery		
b. understandable in content		
c. held interest of students		
d. appropriate length		
e. confined to subject matter		
f. and extension of or enrichment to your subject matter		
3. Do you recommend the individual for further utilization in the Oklahoma City schools?		

4. Additional Comments: _____

_____

_____

_____

Pleas fold, staple, and send to address on back, via School Mail

SPEAKER OCCUPATIONS/TOPICS

Aircraft Repair
Airline Management
Airport Manager
Agri-Business
Announcer, Sports
Anthropology
Archaeology
Artist
Aviation Careers
Banjo Player
Beautician
Buyer
Carpenter
Chef
City Planner
Communications Careers
Consumer Protection
Cosmetologist
Dental Health
Dietetics
Disc Jockey
Display
Diver
Doctor
Dog Trainer
Drug Abuse
Ecology, Aquatic
Environmental Conservation
Excercise Consultant
Fashion Display
Fashion Buyer
Fireman
Geologist
Health Careers
Highway Patrolman
Horse Trainer
Horticulture
Jeweler
Jewelry Making
Judge
K-9 Service
Lawyer
Makeup Artist
Manufacturer
Marine Biology
Marine Diver
Marine Science
Mayor
Meteorologist
Model
Mortician
Naval Service
Nurse
Office Occupations
Painter
Physical Therapist
Policeman
Product Inspector
Public Defender
Reporter, Newspaper
Restaurant Manager
Sales Manager
Scuba Diver
Sculpter, Clay
Sculpter, Metal
Telephone Communications
Theater
Trucking Industry
TV News
TV Weather
Upholstery
Veternarian
Water Quality
Window Decorator
Wildlife Conservation
Zoo Attendant
Zoo Careers

Giving and Sharing are Spontaneous

Expressions of Joy

The Career Education Staff

of the

Oklahoma City Public Schools

Wishes to Express Sincere Thanks to

for giving of their time and talents
in working with students involved in
the Oklahoma City
Career Education Programs

Director of Vocational-Technical Education

Coordinator of Career Education

APPENDIX B

Field Trip Information

HERE COMES YOUR TOUR

R E M I N D E R:

To: School Team Leader

From: Sara Earnest

Subject: Tour Reminder

Remember your tour is scheduled for _____ (Name of Business) at _____ (Time & Date). The bus will leave at _____ (Time) and you should meet at the _____ for your tour. Please stress people in careers.

If you would also fill in the attached questionnaire when you return from your tour, this will give us an idea of the quality of the tour and if it should be listed in next year's tour list. Just drop the completed questionnaire in the school mail to:

SARA EARNEST, BROADCASTING CENTER, 1801 N. ELLISON.

Thanks for your cooperation.

Remember when you arrive at the tour site to check with your tour guide on the length of the tour and coordinate with the bus driver on the time you would like for him to return to the tour site to pick up your group.

SE:pt

Attachment

FIELD TRIPS

WHY?

As a concerned educator, you would probably agree that students need stimulation and learning situations beyond the traditional classroom. The printed work is often limited. It can't make students stand in awe of the local newspaper's thundering printing presses. It fails to capture precisely the ecological beauty of a nearby nature preserve where man and land work together. The textbook needs reinforcements. We know students become more effectively stimulated if they are given a realistic opportunity to visit and see a "real" work situation. A field trip complements materials discussed in class, allows students to see relationships between education and industry, and brings cultural values of the community into focus.

HOW??

1. Schedule the time and date of your field trip on your school calendar so no conflicts will arise. (Time and date are listed on the front page).

2. Elicit from the students specific purposes for the field trip and discuss careers they might see while visiting in the community.

3. Recheck itinerary and times for arrival and departure.

4. After your tour, pleas fill out the evaluation form and return it to our office.

WHAT TO LOOK FOR???

Encourage students to look for:

A. Employment Policies
   1. Variety of entry level job opportunities available.
   2. Skills and education required in specific careers.
   3. Employee attitudes.
   4. Dress on the job.
   5. Working conditions (Safety programs, employee benefits, etc.)
   6. Salaries and promotion potential.

B. Processes
   1. Source of raw material.
   2. Products and uses.
   3. Warehousing and storage facilities.
   4. Methods of distribution.
   5. Effects of automation.

C. Cultural Values
   1. Aesthetic benefits to the community.
   2. Implications for leisure time.

ENJOY YOUR TRIP!

OPENING DOORS
Oklahoma City Public Schools
Transportation Department

REQUEST FOR FIELD TRIP BUS

Date:_____

1. District owned buses are available for field trips between 9:30 am and 2:00 pm and after 4:30 pm. They are also available on Saturdays.

2. It will be necessary that regularly employed bus drivers be available to drive such buses whenever they are used.

3. Pupils making trip will be picked up only at the school and returned to the school at the end of the trip.

4. Schools will be responsible for paying the driver (____ per hour, minimum of $5), for purchasing the gasoline used, and for all other operating expense. Statements for drivers' salaries and for gasoline used will be mailed to school on a semi-monthly basis.

5. At least one teacher sponsor is required on each bus on all trips.

6. Requests for buses must be in the Transportation Office at least 5 days prior to the date of the scheduled trip.

_____
Name and Address of Destination Organization

_____ _____ _____
Place of Departure Date & Time of Departure Date & Time of Return

_____ _____
No. of Persons Making Trip Name of Teacher-Sponsor in Charge

_____
Principal's Signature

_____
Signature Director Transportation

Do Not Write Below This Line

Driver to fill in and return to supervisor

_____No. of miles traveled by each bus

_____Gallons of gasoline used

Driver (Drivers) assigned to this trip_____

NOTE: This form is to be filled out in triplicate and signed by the principal and Director of Transportation. One copy will be returned to the principal and two copies will be sent to the bus supervisor. For information concerning costs of gasoline and other operating expenses contact the bus supervisor at Star-Spencer High School.

Oklahoma City Public Schools

M E M O R A N D U M:

TO: School Principal

FROM: Sara Earnest, Career Information Specialist

SUBJECT: Career Education Tour

At the request of one of your staff members, _____,
we have scheduled a Career Education Tour for these students
to visit _____
Name of business
on _____ at _____. The buses
Date Time
are scheduled to pick up the students at _____ and
Time
return to school at approximately _____. This
Time
date is the one that was given to us by this teacher is a convenient date for the tour. If it should cause any problems for you, please contact me at 236-2661, ext. 387.

SE:pt

Oklahoma City Public Schools

M E M O R A N D U M:

TO: Fifth Year Team Leaders

FROM: Sara Earnest & Gary Hornish

SUBJECT: Career Education Tours

Please take note of the following items:

1. Each child must have a permission slip signed by his parents allowing him to take field trips.

2. Please discuss careers you hope to see before going on the field trip.

3. Remember the purpose of the trip is for the students to see people working in many kinds of careers. We hope the trips will be people-oriented instead of product-oriented.

Enclosed you will find your copy of the field trip bus schedule which contains all the necessary data concerning your Career Awareness Tour.

Enclosure

SE:GH/pt

Pleas fill out questionnaire and return to:

Sara Earnest
Broadcasting Center
1801 N. Ellison

NUMBER OF STUDENTS ON TOUR _____

LENGTH OF TOUR _____

WAS THE TOUR INFORMATIVE AND INTERESTING? _____

DID THE STUDENTS SEE DIFFERENT KINDS OF CAREER OPPORTUNITIES? _____

APPROXIMATELY HOW MANY? _____

WOULD YOU RECOMMEND THIS TOUR FOR ANOTHER CLASS AS A CAREER AWARENESS ACTIVITY? _____

ANY OTHER COMMENTS CONCERNING THIS TOUR YOU WOULD LIKE TO MAKE

_____

_____

_____

_____

_____

_____

_____

CAREER EDUCATION
PROGRAM

OKLAHOMA CITY
PUBLIC SCHOOLS

(Oklahoma City Public Schools Letterhead)

Business Site Information Letter

You are one of a number of community representatives who have opened their doors to the young people of Oklahoma City. When community doors open and students are exposed firsthand to the world outside their classroom, exciting educational things begin to happen. We thank you for making it possible for us to develop young people who are better informed, more interested, and better prepared for the world in which they live.

At the request of _____ Fifth Year
School Name
Center we have scheduled a class of students for a field trip to your establishment on _____ at _____.
Date Time
This tour is being conducted in connection with a Career Education Program in the Oklahoma City Public Schools, and we hope the students will see many career opportunities that are available in your area.

We think it is important for our fifth grade students to benefit from an exploration of the working community in Oklahoma City, and we appreciate your cooperation in affording them this opportunity.

Sincerely,

CAREER EDUCATION PROGRAM

/s/SARA EARNEST
Sara Earnest
Career Education Specialist

SE:pt

TOUR TYPES

Air force Base
Air National Guard
Airport
Area Vocational-Technical School
Art Center
Art Festival
Bakery
Bank
Canning Plant
Commercial Construction
Computer Installation
Convention Center
County Courthouse
Dairy Farm
District Courthouse
Electric Company
Electricity Generating Plant
Federal Aviation Administration
Fire Station
Fire Training Station
Food Distribution Company
Furniture Store
Home Construction
Hospital
Ice Cream Plant
Junior College
Library for the Blind
Manufacturing Plants
    Dayton Tire
    Demco (Oil Field Supplies)
    Fife
    Guy James Dungaree
International Business Machines
Magnetic Peripherals
Western Electric
Medical Center
Milk Plant
Moving Company
Museum
Nature Center
Newspaper Publishing Company
Planetarium
Police Department
Post Office
Public Market
Radio Station
Restaurant
Science Fair
Scout Camp
Senior High School
Shopping Center
State Capitol Complex
State Family and Child Institute
State Health Department
State Historical Society Building
Stockyards
Telephone Company
Theater Center
Television Station
University
Veterinary Hospital
Warehouse
Water Filtration Plant
Zoo

APPENDIX C

Publicity Example

148

Businessmen help city students learn

A group of Southeast High School students is learning about the free enterprise system through a unique program called Project Business.

About 130 students participate in five classes in the program at Southeast. It is one of the 34 pilot programs in the nation which is designed to acquaint ninth grade students with the workings of the free enterprise system by having community businessmen teach a class one day a week for 12 weeks.

"We feel it is a rather unique approach to learning economics and private enterprise in the school system," says Jim Horton, executive director of Junior Achievement, which is sponsoring the program.

On Friday, Don Floyd, the national director of the program, will be in Oklahoma City to discuss the program with JA officials; school administration personnel and the representatives of the businesses involved.

Dr. Joe W. McKinnon, assistant principal at Southeast, said "The kids are quite enthused and the teachers like it too."

"It is an important addition. It gives a more realistic view of the outside work world," he said.

McKinnon said the program is offered as a supplemental program to general business, general math and Oklahoma and United States History.

Larry Fry, a Southeast teacher, said, "I would like more programs like this. The interest of my class in this program is really high."

"They look forward to the businessman coming back every week. They have more and more questions for him each week."

"I would definitely recommend that they continue the program next year," Fry said.

The businessmen give one day a week to the program. Students pick the topics they want to study from a list provided. Topics range from the American economic system to money and banking to how to buy a car.

Businessmen involved in the program are J.J. Swaim, assistant manager of [illegible] services and quality engineering at Western Electric; Harry E. Ford, manager, public relations of Cities Service Gas Co.; F. Ben Henry Jr., manager of corporate economics and business planning for Kerr-McGee Corp.; Arthur L. Schmidt, administration manager of IBM Corp. Haskell Ferguson Jr., personnel director of Demco Inc. and Ronald Kozak, manager of accounting for Dayton Tire and Rubber Co., who is an alternate in the program.

Harry Ford, businessman-instructor, said he was impressed with the program.

" I think it is a real good program with a good objective. The problem is getting the ideas across. It is a real challenge."

"I believe the students are beginning to understand some of the American competitive enterprise system."

"We at Cities Service believe there is a need for all of us to understand basic economic facts. Without that understanding there are some real problems," he said.

Each of the topics covered by the businessmen in the 12-week program has three phases. The first is the dialogue phase in which the topic is discussed. Next is the action phase during which the group goes on a field trip, holds a panel discussion or participates in a simulation. The final phase is an evaluation of what the students learned and including potential career opportunities.

Three field trips are planned including one through the Western

145

OKLAHOMA CITY TIMES Thursday, April 1, 1976 13

149

# of free enterprise

150

Electric plant in Oklahoma City today.

The national Junior Achievement organization charges $100 per class for the program. IBM Corp. gave a grant of $500 to pay for the local program.

The fee is used to provide manuals for the students, teachers and businessmen, a training film and for additional insurance for field trips.

Tulsa has a similiar program involving five classes with 134 students.

The program is in its third and final year of a nation wide pilot program although the program is only in its fourth week in Oklahoma City.

APPENDIX D

Training and Placement (T.A.P.)
Forms and Letters

Oklahoma City Public Schools Letterhead

Gentlemen:

The Oklahoma City Public School System has recently implemented a Career Education Program in cooperation with the State Department of Vocational and Technical Education with funds granted by the U. S. Office of Education. Part of this program is to work with students in Oklahoma City in the area of occupational training and/or job placement.

This office (T.A.P.) is making a survey of business and industry to determine companies willing to employ students on a full or part time basis.

If you have an opening now or possibly in the future, we would appreciate your contacting this office. We are enclosing a Job Information Sheet and self-addressed envelop for your convenience. Telephone Number, 232-0581, Ext. 382.

Sincerely,

Cal H. Holloway
CAREER EDUCATION
LIAISON SPECIALIST

CHH:pt

Enclosures

Return to: CAREER INFORMATION AND PLACEMENT CENTER
Oklahoma City Public Schools
715 N. Walker, Room A-101
Oklahoma City, OK 73102

Telephone: 236-2661, Ext. 252

JOB INFORMATION SHEET

Please Check Appropriate Statements:

_____ WILL NOT HIRE YOUTH

_____ WILL HIRE YOUTH (16-21)

_____ PART-TIME

_____ FULL-TIME

_____ I WOULD LIKE MORE INFORMATION ABOUT THIS PROGRAM

NAME: _____

TELEPHONE: _____

TITLE: _____

ADDRESS: _____

COMPANY: _____

COMMENTS:

OKLAHOMA CITY PUBLIC SCHOOLS

Career Information & Placement Center
715 N. Walker, Rm. A-101
Cal H. Holloway
236-2661, Ext. 252

JOB ORDER SHEET

When you have a job opening please complete the form below.

(1) Mail To: Career Information & Placement Center

(2) Or Call: Cal H. Holloway, Placement Counselor

HOW MANY?	JOB TITLE	EMPLOYER (Name, Address, Phone)
JOB OPENING DATE	SALARY RANGE	
		CONTACT:
REQUIREMENTS AND QUALIFICATIONS		PHONE:
		FOR CENTER USE ONLY

Full-Time_____ Part-Time_____

Travel___Yes ___No Union___Yes ___No

Experience___Necessary ___Preferred
___Not Necessary

O J T Training___Yes ___No

Hours_____

Do you prefer the applicant contact you by:
___Mail ___Phone
___In Person

IF JOB DESCRIPTION IS AVAILABLE - PLEASE INCLUDE.

EMPLOYER'S CARD FACSIMILE
5" X 8"

EMPLOYER'S CARD

Ph. _____ Contact _____ Title _____ Date _____

Co. _____ Address _____

Job Title _____ Part Time__ # M__
Full Time__ Pos.__ F__ Age___ Hours_____

Starting Rate$_____ Phy. Reg._____

Educ. Req. _____ Union _____
Duties: _____

Co. Benefits: _____
Basic things employer looks for in hiring an employee: _____

	Date	H/N		Date	H/N
Referrals:					
_					
_					
_					
_					
_					
_					
_					

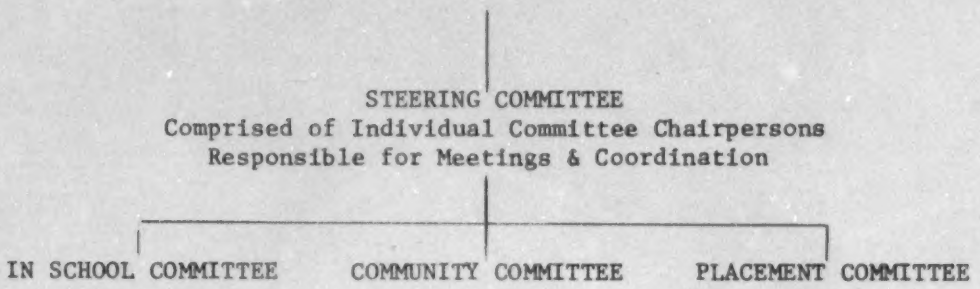
TAP OFFICE-JOB CARD CEP-008

APPENDIX E

Advisory Council Structure

CAREER EDUCATION ADVISORY COUNCIL STRUCTURE

Oklahoma City Public Schools



CAREER EDUCATION ADVISORY COUNCIL COMMITTEES
Oklahoma City Public Schools

☐ In-School Committee

1. Evaluate present career education programs and suggest ways to modify or enrich programs where needed.

2. Study and suggest ways to implement an acceptance of the career education philosophy by staff members of the School System.

3. Submit ideas on ways to implement career education into the ongoing curriculum of all subject areas.

4. Coordinate existing career education programs within the School System.

5. Identify needs for new programs.

6. Review and suggest materials that might be incorporated in regular classrooms to further career education concepts.

☐ Community Committee

1. Identify, develop, and organize career education learning experiences within the community.

2. Determine ways to secure community involvement in the schools and to involve the schools in the community.

3. Publicize the Career Education program through various media to gain public awareness.

☐ Placement Committee

1. Help the Liaison Specialist establish contact with potential employers in the community.

2. Help the Liaison Specialist secure jobs and/or training for students.

3. Keep the Liaison Specialist current on changes in educational requirements and job qualifications.

4. Suggest ways to improve counselor efficiency in the Oklahoma City high schools and middle schools.

NAME_____

BEST COPY AVAILABLE

BEST COPY AVAILABLE

APPENDIX F

Community Support Examples

W. P. BILL ATKINSON
PUBLISHER

The Oklahoma Journal

7430 Southeast Fifteenth Street, Box 10839, 737-8811
Oklahoma City, Oklahoma 73110

October 22, 1974

Mr. Tom DeSpain, Coordinator
Career Education Program
Oklahoma City Public Schools
900 North Klein
Oklahoma City, Oklahoma 73105

Dear Mr. DeSpain:

Thank you for your letter of October 25th and certificate which our tour staff appreciate very much.

As a community service, we have set Tuesday and Thursday morning aside for student tours. Please call us on any occasions you wish to make a tour reservation.

Sincerely,

THE OKLAHOMA JOURNAL

John Potts
Vice President for Operations

JP/de

Channel 9 KWTV

GRIFFIN TELEVISION, INC., A CBS AFFILIATE

December 19, 1974

Tom DeSpain
Career Education Program Coordinator
Oklahoma City Public Schools
900 North Klein
Oklahoma City, OK 73106

Dear Mr. DeSpain:

Please forgive the delay, but I did want to acknowledge and thank you for the certificate you send us following the KWTV station tour by the fifth grade students.

We are most appreciative of your thoughtfulness, and will be looking forward to future tours. Our people are also available for speaking engagements and as guest lecturers for classes.

Please call on us again when we can be of further service.

Sincerely,

Charles L. Unger

Charles L. Unger, Director
KWTV Community Affairs

OE 005 702

7401 NORTH KELLEY · P. O. BOX 14159 · OKLAHOMA CITY, OKLAHOMA 73114 · TELEPHONE 843-6641